

Educational Supplement

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Break

See and be seen

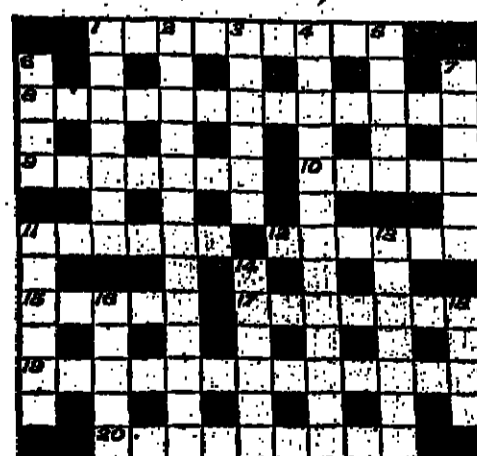
It will be hard for the seven remaining regional conferences to match the opulence of the first. It was held in Newcastle's new civic centre...

The new civic centre's landscaped and paved plaza complete with modern baroque lamp posts, carillon tower and massive sculpture dwarfed the demonstrators who, according to the Newcastle Evening Chronicle...

More was probably said over lunch than anywhere else. Like why is Newcastle able to increase its spending by 9 per cent and not to raise the rates this year? (TES, February 4). At the time, they were cutting into their reserves...

The reserves money is not all going on education but they are, for example, hiring more teachers through the number of children is falling and they are spending nearly a quarter of a million to ease the Roman Catholic schools' reorganization...

Crossword No 1,074



- Across 1 Spirited come-down on sleepers (9). 2 Looking at a clear view ahead (7, 6). 3 Used to go ahead of trade (3, 4). 4 Have socially displaced people lost (7, 5). 5 Characterless state (6).

Chess

20 How Red spied all over the place (9). Down 1 Jay hidden in the foliage (3, 4). 2 Places for a stock dealing (6, 7). 3 Motley Dick? (6). 4 Groups looking for the 18 (6, 7). 5 They carry out a secret trade (5). 6 TUC's backing for cotton fait (4). 7 Shows that there is no difference (6). 8 Takes a breather (6). 9 The British are not we are credit (7). 10 In a sporting mood (6). 11 Sacked in, as it were (5). 12 Oxford's home town (4, 5). 13 Solution to Puzzle No 1,073.



And just don't mention the Great Debate or they'll all want a sap...

Brownie; the chief inspector for primary schools, Norman Thomas; both political advisers, John Lyttle and Stella Gwynall; two press officers, etc.

There was scarcely a ripple all day beyond a round of applause for a fierce lady with rude things to say about ILMs and an irritable chorus of "Oh, ah down" when a NAFFHE delegate protested that the representative of teachers in teacher training was suppressed during the discussion of that topic.

Not one of the CEOs spoke—nine L.e.a.s. were represented. Nor did any L.e.a.s. advisers. Beneath their content? They gave the impression of cats with velvet paws sardonically watching the mice at play, ready to pounce if any central control/national test movement got going.

Teacher redeployment is another absorbing topic these days among the pro's. The more so with the Taylor Committee report coming up. It goes like this: take Cumbria for an example. Population begins to decline. A redeployment agreement is painstakingly negotiated with the teachers. But there is no redundancy agreement. So when schools have to be closed or reduced—and neither Cumbria's political attitude, nor its bank balance, nor its rates support grant resemble Newcastle's—the authority guarantees jobs to the head and staff. A vacancy then arises elsewhere.

At present in county and controlled schools the authority, through its nominees, has control of the managing and governing bodies. Furthermore, those politically appointed governors are identified with the elected authority which rigges the rates and pays the bills. They may not like it but they can probably be made to appoint from the existing pool of staff available for redeployment.

But what happens when they have no control? Cumbria catholic school recently refused to appoint the L.e.a.'s candidate, who was ready on the payroll, and appointed an outsider instead. Fine potential for conflict there if Taylor refuses in legislation which removes L.e.a. control from all governing bodies—thereby separating the hirer from the paymaster.

same thing in their reorganization of Catholic schools because of a self-denying ordinance on the part of the governing bodies concerned. The prospect of vying with each other so alarmed the governors that they chose to let the whole thing in the hands of a staffing group run by the L.e.a.

Such helpfulness is almost enough to win Jack Chadderton's support for the doomed St Mary's. It's hard to raise a sister Wilson anything. But they might have Newcastle Polytechnic on his neck. They stand to gain 250 places from the reorganization of teacher training.

The message that openness has arrived among ILMs clearly needs some more urgent attention. When I asked one inspector why if ILM know things were so bad in mathematics, languages and science they had not said so before, he said it was like asking him if he had stopped on the matter he tendered the suggestion that the language assessment was culled from a study of modern languages in comprehensives due to be published soon (i.e. they have not known what the situation was until recently). And the officer, "Well you can't just fire off papers like that all the time for no particular reason."

Mr Brian Gaffney, head of Shilney Row Comprehensive, Sunderland (which hit the headlines earlier this year when a thermometer exploded in an oven), had a cautionary tale about work experience. He sent some pupils off to work in a local wildlife safari park, but resolved an urgent situation when a few days later asking him to call them off. "It isn't safe," he was warned, "they won't do anything they're told."

It was not clear whether the danger was to the pupils or the lions. Mr Brian Gaffney, head of Shilney Row Comprehensive, Sunderland (which hit the headlines earlier this year when a thermometer exploded in an oven), had a cautionary tale about work experience.

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children and adults could do, paint or model. After two days' immersion in marine and museum life the teachers will be expected to spend the week preparing their own presentation on the Museum. They will be able to experience with real children whom the museum attracts in hordes. The total of its 1,750,000 visitors a year are children. And at the end of the course the teachers should be able to prepare their pupils in planned visits to museums.

The museum had 40 places in the course and all have been booked—mainly by primary school teachers of art, history and geography. But the museum can squeeze another 20 in and would like to do so. I.L.A. is paying the staff a head fee and the premises and staff are being provided courtesy of the museum.

For star-gazers the museum is organizing a course on "Introduction to Astronomy for Teachers" from April 18-22 in conjunction with the I.L.A. at the Old Royal Observatory. A similar course last year was successful.

Odd event The seventh of James Roose-Johnson's books about Odd the teddy bear was published yesterday by Andre Deutsch and Mr Roose-Johnson introduced the heroes to some of the children of Great Ormond Street Hospital, London, to celebrate the fact. At the time that was probably the original intention, but such is his enthusiasm in the way of characters and in showing them to children that nobody can tell the publication date of The Last Treasure of Wales. This is announced as the last of the Odd, but fans refuse to believe that and elsewhere are going into retirement.

Mr Rouse-Johnson, as well known in the theatre as in the children's book world, begins his "act" always, generally handling round the top several of them fragile Victorian dolls, and then uses them to tell a story or two from their adventures. One little girl, aged about two, died her tears instantly on being introduced personally to Odd. "What a kind man you are," volunteered another admirer in the audience.

Next week Preparing pupils for work by Malcolm Grouch. Arts teaching and the curriculum debate, by Chris Woodhead. Round and about reports from a Nottinghamshire comprehensive and a Bolton secondary school. Words. Christopher Ball reviews some recently published dictionaries. Norman Willis discusses videotapes in education. Frances Hill reviews a polemic on university education in New York; English literature, mathematics texts.

Fewer pupils—but more will be staying on

increase in the rate of staying on and the minimum school-leaving age forecast in The Government's Expenditure Plans: Volume II (Cmnd 6721)—11 SO E2.35. This sets out the policy assumption behind the public spending plans already published in the first time—the projections on which the loan negotiations and the Government's plans for managing the public growing requirement were based.

The White Paper assumes that pupil numbers in the upper secondary school age of 130,000 to a 1981 figure of 77,000. And while a note below the table includes these figures explains that the participation rate is expressed as a percentage of 16 and 17-year-olds in the population and is, therefore, not a measure of 'staying on rate'; it is stated elsewhere that "the expenditure forecasts take account of changes in prospective demand". One of these changes concerns staying on: whereas the projected number of births continues to fall, "the number of young people seeking to continue their education beyond the statutory age in schools or in colleges of further education has been rising more rapidly than previously expected, a trend possibly influenced by current economic circumstances".

This is an important consideration from many points of view. The White Paper notes that the latest figures showed an increase of 48,000 in non-advanced FE, and by 1976, the rate of staying on at school, which slowed down in the early 70s, began to rise again. As there are reasons for believing that difficult employment conditions for the under-18s are likely to extend beyond the next year or two, this trend may well continue. And, at least, the Government, if no one else, must take an optimistic view of comprehensive schools as an instrument for reducing the social imbalance which makes staying on more dependent upon social class than native wit.

As to school staffing standards, the paper reports the two main principles of DES policy—principles on which the rate support grant negotiations are based. These are first, the maintenance of 1976-77 staffing standards, which in the context of declining rolls means a smaller teaching force actually engaged in teaching (for Great Britain as a whole, 506,000 teachers in 1981 compared with 520,000 now) and second, a corresponding increase in the numbers of teachers engaged in in-service training. Here, of course, is where the difficulty of ensuring that central and local government priorities keep in step. The local authorities do not seem to be as committed to the development of in-service training as the Secretary of State. The more she says she thinks she ought to have the power to allocate specific grants to make sure in-service training goes ahead, the less likely they will be to finance it from their general funds. The brief section on higher education suggests that student numbers will be allowed to rise from 515,000 in 1976-77 to 541,000 in 1980-81, without any increase in total staffing. This does not fully allow for the rising demand now showing itself largely as a result of bigger age-groups reaching the top of the secondary school, but the White Paper makes it clear that the increase in fees for overseas students is intended to make room for more home students. At the opposite end of the age-scale, it is now clear how severely the nursery programmes has been curtailed. The Thatcher White Paper of 1972 aimed at getting 70 per cent of the three to five into nursery classes of 1981. The revised figures now expect to provide for no more than 35.6 per cent of a smaller age-group.

No comment Working Notes for staff dealing with Head and other institutions in schools. Title of draft report received by county education officer, Suffolk, from Area Health Authority.

Top marks or modern maths

Lucy Hodges

Some engineers who have been taught modern mathematics at school perform better on training tests than those who learnt mathematics by traditional methods. This finding comes in a report by the Engineering Industry Training Board of a four-year research project which looked at the relationship between schooling and how young craft and technician trainees performed in their first year of training. The research—published in an interim report School Learning and Training—was sponsored jointly by the Board and the Leverhulme Trust.



The Engineering Industry Training Board finds general satisfaction with the quality of maths teaching, but two Coventry teachers (page 10) uncovered "considerable disquiet" nearer the shop floor.

Some researchers found that most had had new topics in mathematics which they had not covered in their first year of training. It is apparent that the research and the textbook are far from being abandoned. "In premises was not common. Most teachers objected to moving about and talking in the table below shows the answers to the question: 'How many lessons?' The most important factor in producing good results was motivation and it was here that traditional mathematics lagged behind the report said. "Staff in the training centres included in the present study reported that, while they were often appalled at the standard of arithmetic of new trainees, while remedial teaching was at best inconvenient, they did overcome the problem during first-year training, because of the high motivation of the trainees once they understood the need for arithmetic skills as part of their job."

As for other subjects, it was found that trainees who had studied physics did better on all tests than those who had not. This might be accounted for by higher Intelligence. Trainees who had done craft subjects also did better in training and those who had done a lot of their own planning in craft were at a particular advantage. This contrasted with trainees who had experience of planning in practical science work: the more planning the lower the test scores. The report suggests this could be because results in science could not be judged by whether something worked or not. This could lead to uncertainty, a lack of confidence and motivation. The report concludes that employers should not take a static view of trainees' abilities and should control arithmetic entry tests more carefully. In schools more should be done to enable pupils to design, make or assemble apparatus. School Learning and Training Engineering Industry Training Board, 54 Clarendon Road, Watford.

16-plus reports

Scottish head teachers publish a plan this week to replace all 16-plus examinations by a standard school leavers' report. page 4

Myopic swots

Short-sighted children do better in school than children with normal sight. page 12

Maths mug up

The DES has asked 10 colleges to run one-year retraining courses in maths for teachers. page 5

Mercury menace

The Department of Education and Science is planning to issue a circular on the hazards of mercury against a background of evidence that at least a third of all school laboratories might be seriously contaminated. page 7

Harmless drudgery

Dr Johnson defined the lexicographer as a "harmless drudge"—Christopher Ball looks at the function of the dictionary. page 22

Ready for work?

What advice should schools be giving to pupils about the world of work? page 19

Extra: School visits

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Force for reaction?

In a second article AURIOL STEVENS suggests the right response to parental agitation is better schools not more power

Court in the act

The Court report on child health services is now in the long tunnel marked "consultation". As Lord Wells-Pestell told the House of Lords recently, health and local authorities, community health councils and some 140 organizations concerned with the health and education of children have been asked to submit their views on the report by the end of June.

Meanwhile the Department of Health and Social Services is attempting to top up the cost of implementing the committee's recommendations.

The general atmosphere in which the report has been received has been inadequate but depressed. The two volumes provide a magnificent survey of the state of health of the nation's children and the development of the existing services providing for them. It brings out graphically both the triumphs and the failures of 200 years of public health. It points out that though children accounted in 1972-73 for 24 per cent of the population, the best available figures—and there are no proper figures—suggest that only 9 per cent of the money spent on health services was spent on children. It underlines forcefully the cliché that there will be fewer children to support an ageing population each must be as healthy, well educated, well integrated as possible.

It is suggesting a major reorganization of the medical services dealing with children, and large-scale improvements in training and provision, the report also invites despair. Where is the money? If children are to have more, if 13-year-olds are to have new teeth, why are there health visitors, if the number of health visitors are to increase and so on through a whole range of excellent suggestions, who is to have less? Particularly who is to have less when the numbers of old people are increasing and when social mobility means that ever more of those old people have no choice between living alone and living in institutions?

And if cost were not enough, there is the daunting prospect of yet more reorganization. Local government itself, the National Health Service and secondary schools have all just undergone reorganization. Can another reorganization really be either necessary or desirable? Desirable it is not. But the Court committee make a convincing case for the necessity of rationalizing and integrating the present hotch-potch of services.

Unanswered questions

The system of school reports based on a much broader profile suggested this week by the Scottish head-teachers' Association (page 4) has a great many attractions, as did the very similar suggestion of the Schools Council working party on the Whole Curriculum. The idea even received some backing from one of the lead speakers at Bradford. Apart from the less radical scheme running in Swindon at present, the Scottish scheme is the first attempt at a substantive to the whole of a child's education. The scheme cannot in itself change attitudes in schools towards the relative merits of bookish or practical subjects nor imbue teachers with reliable insights into human nature and achievements.

Neither can it, in itself, heal the breach that is opening up between schools and the wider community as the great debate rolls on. It seems probable that these proposals are backed up with some

If it is accepted that the logic of comprehensive schools, on the one hand, and declining rolls and scarce resources, on the other is the development of neighbourhood schools with little room for parental choice between them (as I argued in an earlier article), the question arises: in what other way is parental participation to be exercised?

Parents are now represented in three ways.

● A few, either as elected parent representatives (in some authorities) or coincidentally because they are local political appointees, sit on school managing and governing bodies.

● In most schools, all parents can join a parents' association or P.T.A.

● Most maintained schools have some system of appointments, open to general parents, or report evenings where by parents can at regular intervals, or when they have particular queries, arrange to discuss children's progress with teachers.

The extent and effectiveness of all three vary. Some authorities have no parents on governing bodies; some, e.g. Manchester have governing bodies. Without radical change, parent members of governing bodies could become much more common.

But it would require legislation to make alterations of the kind the Taylor Committee is likely to recommend, and there would be a major political as well as educational struggle if there were any serious attempt to remove overall control of governing bodies of county schools from the local authority, or expand their powers to control of the curriculum.

The value of parents on governing bodies is partly that the presence can make consultations between governors and parents easier—a parent representative can be detailed to gather views on uniforms, physical education kit, school meals, speech day arrangements and can officially channel complaints and grouches to the governors.

Their main value, however, is that unlike the common run of political hacks they know the school and have their ears to the ground. They are the only people who can be trusted to bring to the attention of the school authorities any serious matter which the school itself will not survive, let alone expand.

And their expansion is what is required. Lack of coordination is only one of the failings of the present set up. Staff shortages are a much more serious factor. It can take many months to get a child an appointment at a child guidance clinic. Months elapse between routine hearing tests and necessary treatment. This means that the main structure recommended by the committee must be seen as a blueprint for the organization of a richer, more available, and more integrated system of services.

Many, probably most, parents and children—particularly if they have confidence in the school—will be happy to accept the school's guidance on options and settle for a balanced general education up to 16. By and large, popular schools have little difficulty in defending whatever system of options they have decided to adopt.

None the less, there are those whose interests are developing strongly at about 14 possibly in eccentric directions. These young people may be held back if they cannot do a third (possibly dead) language or a third (likely to arise in girls' schools) or karate or catering.

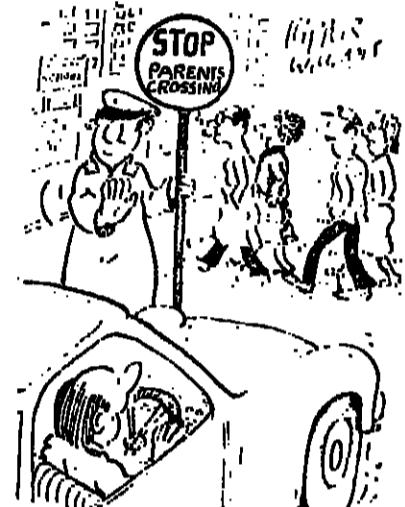
Making transfer easier would benefit them. It would also mean that minority subjects could be taught economically. (Paradoxically such transfers would be much easier and more diverse, more viable if there was greater coordination of curricula in the early years and basic subjects between the schools of an area.)

There is, however, a danger that parents who are not happy with the school's guidance on options will be held back if they cannot do a third (possibly dead) language or a third (likely to arise in girls' schools) or karate or catering.

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Jubilee scholarships planned

Public scholarships for high flying 15th-formers are being considered by the DES.

Mr Gordon Oakes, Minister of State at the Department, said this week that 1977 was an ideal year to introduce scholarships which could be seen as "glittering prizes" for young people. The scholarships would be awarded for scientific or industrial studies.

Discussions are taking place between the DES, the Department of Industry, the TUC and the CBI. "We would hope to get it finalized and settled as part of Jubilee year", Mr Oakes said.

He announced the scholarships at the end of the morning session at the Preston regional Great Debate conference. The awards would concentrate on pupils with high ability and could lead to a high-ranking industrial career, he said.

Let's make it a real debate—Oakes

By Stephen Cohen

The third regional conference in the great education debate opened at Preston this week with another series of set speeches, conditioned and framed by the DES. Not many took any notice, but Mr Gordon Oakes, Minister of State at the Department of Education, set the ball rolling by telling the 230 representatives to throw away their set speeches and take part in a debate. "I am not asking you to do anything more than to say what you think," he said. "I am asking you to say what you think."

Mr John Tomlinson, chief education officer for Cheshire, said there was some real idea of the debate and a real feeling that the school was stretched and not stretched enough.

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'Merge DES in new ministry' Fate of London colleges still in the balance

by Mark Jackson

The TUC may ask the Government to set up a new Ministry of Education and Training. It would take over the Department of Education and Science and responsibility for training from the Department of Employment.

The proposal comes from the National Association of Teachers in Further and Higher Education. It is to be considered by the TUC's education committee.

Behind it is a growing concern among the further education teachers about what they see as a chaotic sprawl of training schemes, many of which involve the colleges. The association demanded a coordinated approach to the education, training and employment of young people at a press conference this week. It called on the Government to admit that there is a long-term problem of high unemployment among them, beyond the school leaver crisis.

The regular statistical information on school leaver employment depend on the fate of the education department of the North London Polytechnic. There are signs that the ILEA may decide that NLP can be of greater practical benefit to the needs of inner London schooling.

Labour members of the ILEA met on Tuesday night and are thought to have come to a decision about the rival claims of the two institutions.

The Dean of Sidney Webb, Mr Charles Griffiths, said on Tuesday that he believed his school was on the DES list "because of the department's cautious expediency in respect of bricks and mortar in Central London".

He and other governors and the Polytechnic are meeting Mr Gordon Oakes, the Minister responsible for higher education, at the DES on Tuesday.

Politics of election year in London may also affect the ILEA's decision to look at the possibility of closing Shoreditch College, Egham.

Shoreditch trains 20 per cent of the country's craft teachers. If it is to remain open, it has been suggested that Avery Hill College, Eiltham, would have to be closed instead. However, Avery Hill specializes in the training of teachers in shortage subjects. It was not on the DES list for closure. It is unlikely the Labour group of the ILEA will choose to preserve a college in Surrey rather than one in inner London.

Disagreement on Europe exam

The European baccalaureate—the university entrance examination for pupils at EEC schools—is the same as four passes at A level, says a report from the Schools Council.

The DES disagrees. It says in a foreword to the report that the baccalaureate is equivalent to three good A level grades—which is at least a step up on its previous method of awarding structure, and is used examination to be worth two A level passes, the equivalent of British university entrance requirements.

United Kingdom students at the special European schools will start taking the baccalaureate next year. There are 700 children of British EEC officials mainly in Belgium and Luxembourg. The examination they take should be distinguished from the International Baccalaureate, which is different in both method and structure, and is used examination to be worth two A level passes, the equivalent of British university entrance requirements.

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Doubt over merger talks

The future of the Association of Education Committees was still in doubt this week following another meeting about a possible merger with the Association of County Councils and the Association of Metropolitan Authorities. The prospect of agreement are not thought to be high.

The AEC executive is meeting today to discuss the outcome of Monday's meeting of the three associations. The AMA policy committee met yesterday. Neither the ACC nor the AMA was prepared to comment on the package deal offered by the AEC. Lord Alexander, secretary of the AEC, would not comment on merger talks before today's executive meeting but he said the ACC and AMA response to the package deal was positive.

In the event of no merger being negotiated, the AEC is expected to be wound up and its assets realized to meet pension commitments to its present and former staff.

The AEC has cancelled its summer conference and is likely to hold a special meeting this month or next to decide on its future.

Restricted access to records

Access to the Department of Education and Science's teacher records is restricted to DES officials, says a report from the Exchequer and Auditor Department whose duties require it. Miss Margaret Jackson, junior education minister, told the Commons in a written reply last week. Occasionally the inspecting officer of the Public Record Office was also allowed to see the teacher records and the computer records were open to authorized local authority officers and district auditors.

Polys told to encourage part-timers

The contribution of Britain's polytechnics to part-time education had been rather disappointing, Mrs Shirley Williams, Education Secretary, said today at a conference organized by the Committee of Directors of Polytechnics.

She said that while full-time enrolments at polytechnics had increased from 30,000 in 1965-66 to over 50,000 in 1974-75, enrolments in part-time studies had risen from about 45,000 to only 54,000 over the same period.

"We would hope to see further expansion in part-time education which in many cases is all that is available for the young people who are available for education," she said.

Mrs Williams also drew attention to what she called the "marked change in patterns of students' choice of subjects." She said there

Thinking about Testing?

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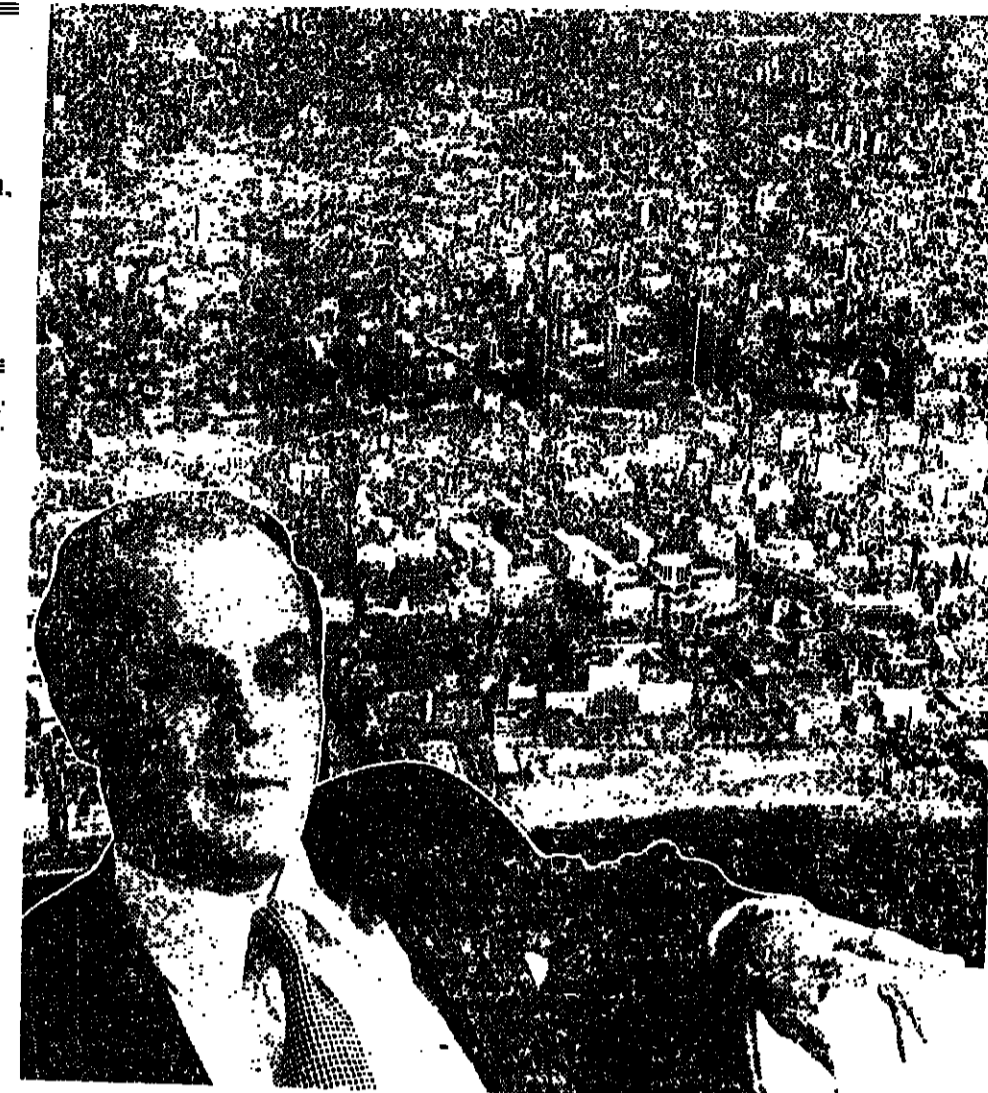
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The future of London

London is having to reorder its ways of thinking to deal with a shrinking population. It is the biggest task facing Peter Newsam, who has just taken over as the capital's education officer. Patricia Rowan reports

In his first major report as education officer of the Inner London Education Authority, Mr Peter Newsam says the fall in population changes the context of everything that the authority has to do. "The idea of ILEA as a disproportionately large education authority is rapidly losing any possible basis in fact."



Peter Newsam—behind him, the urban sprawl of Inner London.

By 1986 London's primary school population, now 180,000, is likely to be down to 118,786—only slightly larger than Birmingham's is now (116,286). It means, Mr Newsam says, that they have to start again and plan for quite a different kind of future: "A new principle has to be grasped. When numbers decline the process by which enlargement occurs cannot be reversed. We cannot take a snapshot of the future and expect it to remain in place as we plan our way towards it. Inner London has to learn to manage a process... henceforth change is likely to require a reordering of all that remains."

Mr Newsam's views on numbers and accessibility, the other main theme of this report on the ILEA organization, will form the basis of many of the other reports—on school buildings, multicultural needs, the 16-19 age group—that will soon have to be dealt with. They also have some bearing on two of the other subjects he had to cover: the need to improve organization and communications in the light of the Auld report on William Tyndale Junior School; and the call for representative local committees.

The report, which will go before the full education committee on March 22, was originally called for by them last May. The schools sub-committee added the post-Auld request and the staff and general sub-committee asked the education officer (they Dr Eric Briggs) to explore the local committee question.

population at 11-plus, mean that it would scarcely be viable for the boroughs to go it alone (Kensington with Chelsea, for example, could expect 635 11-year-olds in 1985). In any case, ILEA will no longer be all that large. On the change that it is too remote, Mr Newsam has a number of explicit suggestions for improving communications between the individual member of the public, or the borough council, and County Hall.

Short-term, London's ten divisional offices and the main inquiry office at County Hall should accept educational inquiries from any parent or other member of the public. Longer term, though it could be started on immediately, his plan is more ambitious and complicated. The thinking behind it is that every parent needs an information point within walking distance, and borough or divisional offices are likely to be just as remote as County Hall. What he would like to see in the end is something like 100 such centres where inquiries could be taken in at least passed on.

There is no question of having to build them. There will be quite enough empty or underused buildings as the school population falls. "In each of the planning areas there will be 10 or more ILEA premises. These may include a secondary school, a careers office, part of an adult education institute, several primary schools, a youth centre, some college premises. This indicates the nature of what is possible."

Primary schools will only be closed down if they are too old to repair and there is an alternative within easy distance. But they might have a top floor empty which could be used for an information centre and, increasing the links with the boroughs, might be offered to them for their own service points, or indeed to area health authorities, the GLA or Government agencies. Rethinking opportunities like this might even help with staffing.

Through links will also be improved by rearranging the responsibilities in the ILEA team. Instead of one assistant education officer looking after external relations, it is proposed that Newsam himself and his three senior administrators—John Bevan, Bill Stubbs and Tim Brighouse—will deal direct with borough chief executives in each of four planning areas.

The report makes two points about improving the direct link between divisions and the schools sub-committee and making responsibilities so explicit that any future trouble would be spotted before things got into hand. Mr Newsam will hold a monthly meeting with divisional officers and one inspector from each division, and will himself act as the go-between with the sub-committee. In the past, inspectors and divisional officers have met separately.

on the divisional officer, at County Hall, who must make judgments about the quality of education, and to senior colleagues or members, responsibility for providing accurate, informed advice rests on the inspector. Effective communication follows. Where these are clear so the communications."

It is hoped that each division will have an inspector designated as a school inspector. As to the quality of education, it is already changing in the way the most works and the provision of more information about the work of school laboratories could be taken that we should deal with irregular checks. It will also give us rather than yesterday's."

The report proposes closer links with the GLA Director General's Board to meet needs of inner city areas and job seekers for school-leavers, and a reorganizing of building and planning arrangements. It is also expected that the statistics branch will spend more on assessment and monitoring, and will be more manpower planning in ILEA administration itself. At the ILEA age profile is very similar to that which has troubled the teaching force, children in the middle range from 10 to 14 years of age are in promotion prospect.

Mr Newsam has far-reaching plans for improving the nature of multicultural education. Spare posts are already being filled to teach in-service training in English to foreigners—"very valuable, perhaps to be able to manage it." It is felt that it will be difficult to recruit teachers' minds on to the GLA election in May.

If the Conservatives should win at ILEA as well as the GLA, he would like to concentrate his own and other writing sections of the report, says Robert Vignars, is not at all happy about it. "It doesn't meet our views on local government at all," said Mr Vignars. "It is a bit disappointing. It doesn't do anything to solve the problems of communication between schools and colleges and the GLA."

Mr Vignars is not impressed by the report's proposals for a new committee to deal with the GLA. "It is a bit disappointing. It doesn't do anything to solve the problems of communication between schools and colleges and the GLA."

What I would like to see is a local consulting committee of parents, teachers, and lay people and link up with the GLA local committees for parents service, youth, play centres, etc. As one of the main protagonists in the Tyndale drama, Mrs Page welcomes the shift in responsibilities and communications between members, administrators and inspectors.

Ignorance and uncertainty about mercury poisoning are widespread in schools. DES guidance is still awaited

Mercury—one lab in three polluted?

Schools are likely to be warned by the Department of Education about the hazards of mercury vapour. Evidence suggests that about a third of all school laboratories could be contaminated. The department will recommend regular checks. It will also give details of a new way of testing for mercury vapour which has been developed by Government scientists. Nobody knows the full extent of the hazard. One survey suggested that 30 per cent of school laboratories were dangerously polluted. Other checks uncovered laboratories with enough mercury to be unacceptable for safety limits applied in industry.

Mr Derek Shoreman, a lecturer at St Luke's College, Exeter, has made a special study of mercury dangers in schools. Results varied depending on how, when and where the air was tested, but his measurements in school labs suggest that as many as 30 per cent had vapour levels that gave cause for concern.

He claims that a similar survey carried out in inner London schools produced the same "alarming" result. So far the Greater London Council, which carried out the survey some time ago, have refused to publish his findings. Mr Shoreman says that though there is a danger, beyond the hearing of mercury poisoning cases in schools, there is none to the contrary. "It is most unlikely that any cases would come to light because of the unsuspecting nature of the symptoms."

Mr Peter Barrows, chairman of the Association for Science Education's safety committee, is concerned that the DES will react to findings like these by slapping a blanket ban on mercury in schools. They were "panicked into doing this with asbestos."

Under normal conditions of laboratory ventilation, and with pupils spending part of their school day in the lab, the danger, he says, are slight unless as long as the substance is properly handled. Mercury has been slopping about in laboratories for years without any evidence of ill effects and the general safety record of school labs is very good. "Twice as many accidents occur at football than in school laboratories."

Plea for more schooling after 16

Two major teaching unions today call on the government to improve the provision of post-compulsory education and to set up a national advisory council for continuing and recurrent education.

In a joint statement the Association of University Teachers and the National Association of Teachers in Further and Higher Education say that though there is an increasing demand for continuing education, the opportunities for education after 16 are not enough for the needs of the individual and of society. "Instead of encouraging demand," it says, "we have seen repeated cuts and as ever, the non-statutory sector of education has suffered most severely."

The existence of a more literate, knowledgeable and politically sophisticated population and the continuing need for scientific and technological developments demand a system of education conceived as a continuing process throughout life. The present system of education, which effectively ends for the majority of people at the statutory minimum age is not adequate for this task."

Deadline today in suspensions row

The thirty teachers from Little Hford School, Newham, who have been suspended from membership of the National Union of Teachers, have given the union until today to rescind the suspensions before taking legal action.

Mr Birendra Singh, a spokesman for the 30, said last week that a committee had been set up to try to negotiate a settlement. "We have decided to delay court proceedings for a week. Only when there are no alternatives will we go to court."

Government backpedals as bosses and unions fall out over cash for training

The Government is giving up its hopes of getting employers to share the cost of a planned expansion in industrial training. Now it is having to explore other ways of alleviating shortages of skilled workers and ensuring that young people are recruited systematically.

Mr Albert Booth, the employment secretary, announced this week that he and the Manpower Services Commission were not going ahead with the idea of collective funding of industrial training because reactions to their proposals had, in his words, "varied greatly." What the phrase means is that there is conflict between employers and the unions in which the Government has narrowly avoided becoming involved. TUC's continuing resentment is likely to come at the British Association for Commercial and Industrial Education conference next week. Mr Ken Graham, the TUC-nominated member of the Manpower Services Commission, plans to draw attention to the likelihood that employers will offload the cost of their existing apprentice training on to the Training Service Agency.

He will say that the TUC believes there is increasing danger of firms deferring recruiting their normal intake of youngsters so that they can get the grants which are supposed to be used for the training of additional apprentices. Mr Michael Bury, CBI spokesman, agreed this week that it had veered away from its earlier view. The employers' felt now that prospects were too uncertain for them to commit themselves to a costly programme of training for apprentices for whom there might not be the jobs. More attention should be paid to problems such as differentials which would enable them to take full advantage of workers already trained.

Any budding authors in your class?

They could win £100 plus an album of British stamps and provide the British entry in the International Letter Writing Competition of the Universal Postal Union.

The Post Office is running a letter writing competition for schoolchildren resident in the UK and entries are divided into two groups: 1. Up to and including 11 years as at 31 July 1977. 2. 12 to 15 years inclusive as at 31 July 1977. Prizes for group winners will be £100 in National Savings plus an album of British stamps. Runners-up will receive presentation packs of stamps.

should be a minimum of 500 words. The British competition will be judged by Tommy Steele, Tom Jackson (General Secretary of the Union of Post Office Workers) and John L. Foster, Head of English at Redefield School Oxford, and Chairman of the panel will be Reg Bailey CBE, until recently Director of the South Eastern Postal Region.

The international competition will be judged by UNESCO. The standards are high but if you have a pupil who shows a genuine talent, why not encourage him or her to have a go. For details of the rules, and preparation of entries (which must be postmarked not later than 25 April 1977) please write to John Hume, Letter Writing Competition, Postal Headquarters, St. Martins-le-Grand, LONDON EC1A 1HQ.

The Post Office

*Children of employees at Postal Headquarters or Post Office Central Headquarters, or of any one connected with the competition, are not eligible to enter.

Town's all-in plan 'silly' says NUT

Essex has run into immediate opposition over a proposal that two of its grammar schools in Colchester should go comprehensive, but select pupils on the basis of musical ability. The suggestion was first put to the public at a meeting in the town last week, but has since been dismissed as "nonsense" and "silly" by the local branch of the National Union of Teachers.

The authority has not yet made any firm plans for the reorganization of the three remaining selective areas of the county—Colchester, Chelmsford and Southend. However, in response to the Education Act 1976 which calls on all LEAs to submit plans for the completion of their comprehensive schools, Essex has so far published two alternative plans for Colchester. Plans for all three areas will be submitted to Mrs Williams, the Education Secretary, who has said they must be with her by May 24.

"The first Colchester plan is for a sixth form college system in which the only two grammar schools, including town, would become 11-16 comprehensive and feed a sixth form college. The other suggestion is for all comprehensive to be 11-18. Selection on grounds of musical ability would be to the Colchester Royal Grammar School and Colchester High School for Girls and could be applied to either scheme. The education committee have offered it as a way of not upsetting the existing catchment areas for the rest of the schools in the town."

Mr David Mills, head of fourth year at a Colchester comprehensive school and local branch secretary for the NUT, said: "I cannot believe that the Department of Education and Science would ever accept these proposals if they were put forward as plans. Essex education committee can't be seriously suggesting that there are enough

children in the Colchester area to fill two schools with a special bias on music. "The union feels that the county has consistently delayed going comprehensive in the town and latest proposals, which they have said, could not be brought in before 1981, are more delaying tactics."

In Chelmsford, the governors of the voluntary controlled King Edward Sixth boys' grammar school have told the county they may go independent and the Church of England authorities have indicated that they are interested in running the selective county high school. For these reasons, comprehensive complete reorganization in the town has been held up. In Southend the authority is having a series of consultative meetings to discover whether there should be a sixth form college system or a "mixed economy" of comprehensive schools.

Anti-cuts strike shuts down most of county's schools

Most Essex schools were closed on Tuesday and many others were unable to serve meals because of a one-day strike against spending cuts of £1.5m for 1977-78. Several unions, including the National Union of Public Employees, supported the protest.

Both the National Union of Teachers and the National Association of Schoolmasters instructed their members not to cross-picket lines. Many teachers and students joined a 1,000 strong march through the centre of Chelmsford to county hall to lobby the council meeting. Mr Stanley Baraitt, chairman of the coordinating and finance committees, told members that redundancy cuts for the coming year had now been reduced to 69 full time and 917 part time posts throughout the county's schools. A spokesman for the authority said that 2,180 jobs were "at risk" and that the vast majority of these reductions would be achieved through natural wastage and voluntary retirement. A county council approved a 1.5 per cent rate rise for 1977-78. Staff cuts in education were made in ancillary services and established teacher posts were lost. The spokesman admitted that some foreign language courses would have to be cut. The school council is planning to raise the school maintenance charges and examination fees to help cover the deficit.

When the price of school goes up to 25p by the autumn authority expects the demand for 25 per cent. In Cambridge hire demonstration by between 500 people closed 50 schools in the county on Tuesday, when the council approved a reduction in the county budget next year of £64m.

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Bob Doe

Teachers advise school leavers badly, say poly lecturers

Teaching in schools is attacked by the Association of Polytechnic Teachers in evidence to the Commons Expenditure Subcommittee on education. The subcommittee is looking at standards in schools.

Among the applicants, if not the recruits, to the polytechnics, it says, "those who have benefited from courses with balanced content, correct advice, qualified teaching and high motivation are reported to be in a minority. . . . Most polytechnic teachers feel themselves to be involved to some extent in 'remedial' work of one sort or another."

A seven-page memorandum says that advice given to pupils is often misleading and causes them to embark on unbalanced or unsuitable courses of study. Many teachers do not understand or are hostile to industry or commerce, and steer pupils into "wealth consuming" rather than "wealth producing" activities.

The wide variety of a level syllabus often provides a poor basis for higher education. Once a student has made his choice he finds his studies are "tightly circumscribed at the most imaginative time in his life."

The attainment of sixth-formers is often limited by the abilities of teachers, particularly in English and mathematics. A core curriculum that would require science streams pupils to study some descriptive or discursive subject is suggested.

The memorandum puts forward four areas for urgent attention:

Advice for pupils: This should be reviewed with an eye to supplementing the efforts of the school-based careers teacher. The aim should be to provide a broader perspective than is frequently available.

Teacher training: There is a "general feeling" that this is inadequate. Suggestions for remedies range from the implementation of the James report to the "possibility of any teacher training certificate being by means of either a post-graduate course or even a post-experience course where the experience is outside the education sphere."

Curricula: The need for a core curriculum involving mathematics and use of English is generally agreed. The need for increased commonality of syllabuses should also be considered, and the possibility of devising post-16 programmes which give scope to the teaching of methods of study, and of divergent and creative thinking.

Incentives: Suitable ways must be found of attracting teachers into disciplines where traditionally there has been insufficient staff. The memorandum praises the pupils themselves. "The general level of awareness, of thoughtfulness and of a concern among young people about such matters as the well-being of wild life, the world's poor, the environment, the need has never been higher. . . . If there were an Olympics for kindness Britain would be in the gold through the young people."

Bradford—Lucy Hodges reports on the second round of the Great Debate Like clockwork . . . until clatter of coins stops play

Despite the band of chanting students outside Bradford College, last week's second instalment of the great debate ran with clockwork order and efficiency inside the conference hall.

Mr Gordon Oakes, Minister of State for Education, who was in the chair, and the other invited speakers kept trying to assure the delegates that the conference was no farce. Everyone seemed prepared to give them the benefit of the doubt.

The curriculum session was introduced by Mr Donald Frith, head of Archbishop Holgate's School, York, and a member of the Schools Council, who said it was agreed there should be a core curriculum but there was no longer consensus about what it should be. It should be centrally determined.

"There should be some way in which teachers, parents, employers and senior pupils can get together to hammer out what they think the core should be." Their views could be collated by local education authorities, and if any national synthesis was needed, this should be done by the Schools Council.

What used to be called "civics" should be part of the core, and it could either be made an examinable subject or an agreed syllabus like religious education. All children should learn about the way the nation earns its living and organizes its life.

One of the main arguments in favour of a core curriculum, said a representative from the Assistant Masters' Association, was that at present it was difficult for children to transfer schools. Schools chase different subjects for study and different syllabuses. If a pupil wanted to learn O level German, he would find it impossible to do in Hull, a major port facing Germany.

This provoked Mr Arnold Jennings, president of the Headmasters' Association, into a strong defence of the present system. "The best thing is for the parent to have more care for his children's education and keep them in one school over the vital years," he said.

A representative of the Campaign for the Advancement of State Education told the conference that parents had been excluded from schools for too long. They should be represented on a body of governors and managers and be consulted by I.C.S.s before decisions were taken.

Mr Anthony Bullen, National Union of Teachers, did not like the sound of this. The great debate was a debate about teacher control, he said. Even the Schools Council was under attack, and the CBI would love to see inspectors looking over teachers' shoulders.

What was needed now was an educational profile on every child. The speakers then began to wander into other fields. Mr W. A. Hill, head of Myers Grove Comprehensive, Sheffield, suggested there was not a school in the country that was not suffering from "innovation fatigue" — a shyness brought about by too much change. But another layer on the bureaucracy would not solve anything. "I would regard that as an affront to our profession."

More complaints about bureaucracy—this time caused by recent labour legislation—came from Mr E. E. L. Owens, education officer for North Yorkshire. And an employee of Humberwide education authority said most problems of under-performance among children were in disadvantaged areas. Teachers should make more effort to contact



From the top: Mr Frith, Clifford Morris, Frank Harris, Alex Smith.

parents of primary school children. "We have got to talk to them about it. A lot of parents have more attention than children of very high ability. . . . We have got to get an applause from the five from the National Students' Society. . . . I did not want to be in the National Students' Society. . . . There was a group of people who were depressed and . . . they are now facing slaughter we have in British education. . . . before our very eyes the abandoning of millions which have no millions. Have we no mad?"

All potential teachers to do a four-year course called a BA in Education. There should be a BA in Education. There should be a BA in Education. There should be a BA in Education.

Another parent representative should have a sign which says "We want to know the articles and headings schools' governing bodies were few parent delegates and Mr . . . that it had been seen so in the number because we only invite people to sit up and state teacher to answer for them."

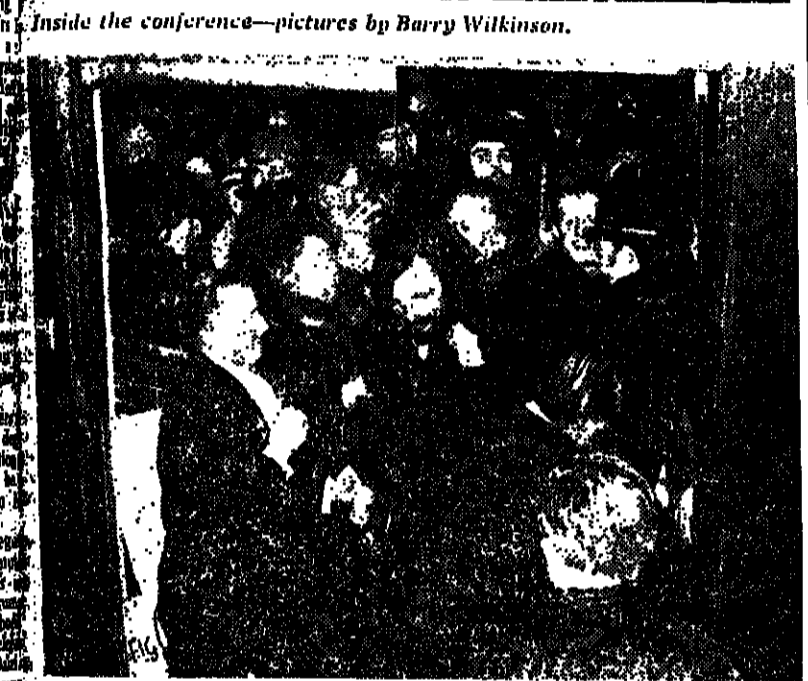
John Ginnell, a lecturer, said there had been in the last year in the maintained schools. Science practice because the used in communicating way.

Mr Eric Robb, Bradford College, argued that training was not in industry and the world's concept of teaching practice and there were standards and a lack of . . . Philly, Sir Alex Smith of the Schools Council of Manchester Polytechnic about schools and what current concerns about just a symptom of the way of life. The crisis our ability to care . . . Schools and work . . . dependent. A lot of . . . society. Jobs should dignity—"are a cultural . . . We should decide . . . was going to be . . . support . . . had done . . . We should respect . . . and give them more . . . and scholarship." One . . . wisest decisions in . . . been to give priority . . . higher education of the . . . It was after Sir Alex . . . that the demonstrators . . . began to make their . . . "No one's stop the edu . . . they changed. Mr . . . deputy president . . . Union of Students, . . . the lower stages of the . . . would be opposed by . . . audience.

A handful of . . . broke into the crowd . . . but it was the crowd . . . used the most . . . hanging onto the . . . No one could be . . . and it was a . . . Oakes brought the . . . an end.

Police escort for the Minister as he leaves.

See Aristides, page 80.



Police escort for the Minister as he leaves.

10,000 student teachers fail to find jobs

More than 10,000 teachers who qualified last year are still out of work, Mr Gordon Oakes, Minister of State for Education and Science, told the House of Commons last week.

Most of them—9,840—came from colleges of education and polytechnics, he said, though 300 were from university departments of education, more than 100 were art specialists and 80 came from technical colleges of education.

The figure did not include newly qualified teachers in jobs other than teaching.

Cuts and chaos put off graduates

Uncertainties created by comprehensive reorganization are a strong deterrent to graduates going into teaching, says Newcastle University careers service in its report for 1975-76.

However, a survey of Newcastle students completing the Postgraduate Certificate in Education found that more than 90 per cent had jobs. The most sought after positions were in further education.

The number of applicants for the Postgraduate Certificate is expected to increase.

Priority for 16-19s in TUC's £2,370m package

The Trades Union Congress told the Government last week that it should spend an extra £25m on education next year, £50m more on school meals, £50m more on training and £200m more on job creation and subsidy schemes.

The items are part of a £2,370m package designed to expand the economy in 1977-78. The main proposal—in the TUC Economic Review—is for income tax cuts of £1,500m. The rest of the package would be made up of increases in certain areas of public spending, in which education and training measures aimed at 16 to 19-year-olds play an important part.

There should be a drastic reform of the grants paid to young people staying on at school or in full-time further education, it says. The present arbitrary arrangements for providing educational maintenance allowances should be replaced by a mandatory scheme of standard payments, as already exists in Scotland. In the longer term these allowances should be more in line with unemployment and training benefits. The educational courses should be made more attractive to the unemployed.

Successive Governments are criticized for failing to ensure the smooth transition of young people from school to work, and neglecting to provide adequate further education and vocational preparation.

Though the immediate measures to overcome youth unemployment would inevitably be based on expediency, the report says, the experience gained should be used to produce a national strategy for the education and training of young workers.

An even worse year than last is predicted for next summer's school leavers—because of the growing shortage of jobs suitable for young people and because of increasing numbers in the age group. The present youth employment subsidy, which was designed to encourage employers to take on extra school leavers and young people, should be replaced by a new "job expansion subsidy" and this should be paid to anyone recruiting above their normal target. The job creation programme should be continued and expanded, particularly in areas with specially high unemployment. TUC Annual Economic Review 1977. Congress House, Great Russell Street, London, WC1. 40p.

Ulster all-in plan in trouble

The North Eastern Education and Library Board, the second largest education authority in Northern Ireland, agreed unanimously last week that it would be wrong to impose comprehensive education in its area. But it decided that integrated schools within a comprehensive system should be considered as a "feasible option".

The report also noted "the significant level of unawareness on the part of many participating in the current debate of the fundamental issues involved" and recommended the issue of a further discussion document on the educational aspects of comprehensive schooling. Much of the unawareness appears to be on the part of teachers. There are 319 primary and secondary schools in the north-east, but teachers in only 63 of those submitted views, compared with 95 parent bodies and 210 school managements.

OUR CIVIL WARS

Life and death struggles that shaped Britain.

The Telegraph Sunday Magazine is publishing an illustrated series on "Civil Wars of England". Some of the battle sites and battlefields have been specially photographed; descendants of some of those who participated in these struggles have been interviewed. Eminent historians such as Professor Hugh Trevor-Roper, W.H. Warren and Blair Worden will be contributing. The wars to be covered are: King Stephen versus Matilda; The Barons' Wars; The Wars of the Roses; The Civil War; The Jacobite Uprisings. New 5-part series starting March 6th in the TELEGRAPH SUNDAY MAGAZINE. With the Sunday Telegraph—14p.

Our top 10 educational films

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| 2. Simply Metric 14 minutes All ages An introduction to metric weights and measures by way of familiar scenes in the home, shopping and travelling. | <input type="checkbox"/> FREE | 7. Physics and Engineering 22 minutes 13-15 Years The study of physics is related here to modern technology showing the wide-ranging results of collaboration between engineers and physicists. | <input type="checkbox"/> FREE |
| 3. What Are They Doing At College 24 minutes Designed to show the value of further education. Students discuss their own experiences. | <input type="checkbox"/> FREE | 8. Day Out, Day In 21 minutes All ages The story of a student nurse's first day in a large hospital describing its various departments. | <input type="checkbox"/> FREE |
| 4. The Pastfinders 28 minutes 10-16 Years A story set 1000 years in the future showing teenagers uncovering the ghostly past of cigarette smoking. | <input type="checkbox"/> FREE | 9. It's One Way of Helping 21 minutes All ages A nursing recruitment film aimed at school-leavers. It indicates the wide range of interesting opportunities open to trained nurses. | <input type="checkbox"/> FREE |
| 5. Caring For People 22 minutes All ages A girl at the midpoint of her course as a State Registered Nurse shows why she finds nursing a satisfying career. | <input type="checkbox"/> FREE | 10. Caring for History 29 minutes All ages This award-winning film describes how the state ensures that the historic buildings in its care are preserved and restored. | <input type="checkbox"/> FREE |

Here are the 10 films that are currently most in demand at the Central Film Library. If you want to screen any of them, please tick the appropriate box. If you'd like details of our other 1,500 films, available for loan or hire in the U.K. only, we can send you our catalogues.

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But what does industry want?



Complaints from industry about poor educational standards are often vague about what exactly is wanted. Two Coventry teachers have been into local factories to find out

Coventry education authority could hardly ignore complaints from local industry about poor standards of English and maths. The local engineering employers' association published figures showing that among the 150 or so apprentices taken on each year for the past five years, average scores on a test of intelligence had remained unchanged while those in tests of literacy and numeracy had fallen steadily.

So as well as setting up a committee to look into the whole question of the curriculum for the secondary age child of average ability (CES), in December 1976, the authority has arranged for two teachers to make regular visits to local factories and other places of work. Their brief is to investigate the sort of language and number work the new entrant to industry has to cope with.

Their findings will help other teachers to get the right emphasis into the curriculum and in examinations, and may be used as the basis of new tests, schools can use for diagnostic and careers purposes. But their observations also call into question some of the usual practices of industrial management and suggest that factory trainers may have some rather unrealistic expectations.

Miss Joan Worthing is a maths teacher in Coventry. Since last Thursday morning she has been spending every Thursday morning visiting the training sections of various engineering companies to find out exactly what sort of mathematical calculations trainees are expected to be able to do.

Her first report records the "considerable disquiet" about falling standards she found among training officers in every factory she visited, even though some said they were getting recruits with better paper qualifications than ever before.

The main problems she identified were associated with unsuitable CSE syllabuses, "meretricious methods" with too much faith in the electronic calculator and a failure in schools to inculcate quite basic mathematical skills.

Miss Worthing said some apprentices found the Mode 3 maths syllabus devised at their schools left them totally unfitted for this kind of employment. This was something schools and industry had to get together over.

While schools may have gone completely metric, industry had not and was unlikely to before the end of the century. Not only could they not afford to scrap machinery costing thousands of pounds, they were still ordering new machines calibrated in imperial measures.

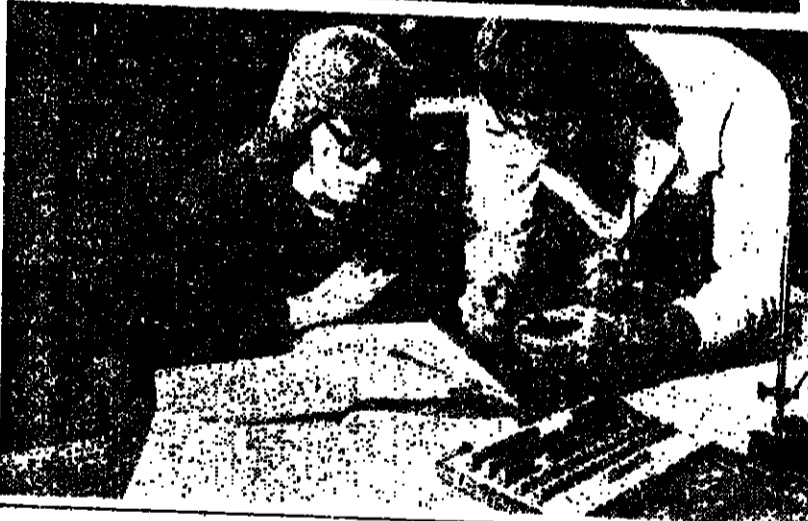
Contrary to popular belief, calculation was rarely used in industry and frowned upon by training officers. Trainees were not sufficiently skilled in the basic processes of calculation or of estimation to know whether the calculator was giving them the correct answer or whether they had made some error using it.

Miss Worthing found some apprentices could not read technical drawings simply because they could not make the simple additions and subtractions required. They soon learnt to, however, once they saw the need but this meant many firms were having to spend time and money on remedial maths classes.

Miss Worthing's report details the mathematics which apprentices are most frequently called upon to use, besides the arithmetic of decimals and fractions, "in all forms of engineering the right angles triangle is of vital importance". So is work with areas, cylinders and circles. These things were almost invariably taught but often forgotten.

But industry, too, had to put its house in order, she maintained. Engineering now demanded far more at all levels than it used to. There are far fewer completely unskilled jobs and more precision was expected, even the lowest operative, especially in the aerospace work of such firms as Rolls-Royce.

At the technical level in these firms there was widespread satisfaction with apprentices taken on with CSE mathematics grades 1 or 2, but the work was far too demanding for those with lesser grades. Many firms found they could not get enough apprentices with the higher grades but this was their own fault because they offered a



Exchange teaching-France or Germany

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● Personal travel expenses.
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Department of Education and Science
Teacher Exchange Department
P.O. Box 1, St. Dunstons, Walsley, Walsley, Walsley

Profession can be too powerful, say Liberals

Public examinations should be replaced by "educational profiles" of students, and arrangements for dismissing unsuitable teachers should be improved, say Liberal Party advisers in briefing papers for the great debate.

These are just two of the recommendations made by the Liberal Education Advisory Panel, which speaks in the party's parliamentary manifesto on education. The panel has been set up to provide back-bench Liberal MPs with advice for conferences. They are not yet part of Liberal Party policy.

Proposals for reform are set out in one of the papers. "Great gains are to be made to the education of our children because unsatisfactory teachers are given a 'certificate of no confidence' or even dismissed," says the author, Mr Bernard Watts.

"Improved procedures are needed with proper safeguards for the teacher to other duties, or for the dismissal of teachers who are dismissed in the job. Often this is a case of 'degrees of incompetence', simply of incompetence. The paper also emphasises the importance of careful selection of the head, the most important influence in the school, who could be there for 30 years.

Although Mr Watts says that Liberals do not want to curb the freedom of teachers, "we see dangers in too powerful a profession. A profession which controls its own activities in all respects tends to discourage the production of new ideas, and is not responsive to public demand; it runs the risk of putting the interests of its members before its duty to the public.

Teachers should have more representation on governing bodies, a bigger say in their training and control of their own professional fund. They should be urged to form an umbrella organization for all teachers.

Good teachers should be rewarded with more money, and local authority advisers should be on limited contracts and only inspect schools outside their own boundaries.

In a paper on monitoring standards, the advisers say that the present system is failing because people are "convinced that standards are falling". Examinations are a blunt instrument for measuring achievement. The needs of students, parents and teachers would be served by an educational profile compiled

More scope for girls as sixth forms shrink over next ten years

by Sue Reid

Major changes in school sixth forms will be inevitable during the next decade because of the decline in the birth rate, Mrs Shirley Williams, the Education Secretary, predicted last week.

She told the Association of Colleges for Further and Higher Education in London that following a peak in sixth form rolls in 1982, when numbers were expected to reach 626,000, the figure would decline to 550,000 by 1990 and every year after was likely to produce a further fall.

The average sixth form now housed 80 pupils with teaching groups of about eight. But she said that appropriate expansion in a period where sixth forms could really become unviable.

There would be a risk of sixth forms being unable to maintain viable teaching groups or offer a wide range of subject choices. Schools might also try to "make up" their sixth forms at the expense of others.

It was important to face up to the difficulties that might confront the 16 to 19 age group. Consortiums made up of the sixth forms of a number of schools had been proposed as one way of creating viable sixth form units. Sixth form colleges had considerable support and it was argued that tertiary colleges would provide the next step towards a fully comprehensive education system, said Mrs Williams.

Discussion was now needed before moves were made, she added. But it was important that the solution agreed made the best use of resources.

The planning figure of 560,000 students on full time and sandwich higher education courses in Britain by 1981 would allow for about 10,000 extra entry places for girls.

Room for professionalism

Employers are too quick to blame young people for failing exams rather than question the competence of trainers and teachers, said Dr R. M. Johnson of the Training Services Agency.

"In my experience training is often undertaken without proper consideration of what needs to be learnt, in what sequence, in what manner and in what end. I believe there is room for a lot more professionalism in the way trainers do all four of these tasks, but we can only do this if we begin by putting training in context.

"The way we taught should depend on the kind of learning required. But all too often this knowledge was not applied in the further education classroom, workshop or laboratory.

"We can no longer afford the luxury of a much of education without any kind of framework. The framework needed by further education in its vocational work is that needed by the training sector. It is a comprehensive manpower policy we both need."

Poised for glut of engineers

Britain is poised to produce a glut of engineers who will face unemployment or under-employment in a few years' time, Sir Derman Christopherson, vice-chancellor of Durham University, warned the conference.

He said the number of students applying for engineering courses had risen by 37 per cent during the past two years, a trend that was, no doubt, echoed in polytechnics and colleges.

The number of students studying engineering would almost certainly be large enough to meet the needs of industry in three years' time when most of the generation would graduate. In fact, he said, the present publicity on the subject had an effect the most likely consequence was that more engineers would be produced than could be employed.

"There will be substantial unemployment or under-employment among them and the consequence of that will be another sharp reduction in the recruitment to courses and the beginning of yet another and, perhaps, still wider swing of the pendulum."

Women's prospects 'in decline'

Women employed by the University of London Institute of Education are concentrated in low-paid positions, are less likely to have tenure or permanent posts, and tend not to be promoted as young as their men colleagues, according to a report which was presented to the Institute's Central Academic Board, last week.

The report is based partly on official sources, such as the Institute's Calendar, and partly on questionnaires sent to academic and non-academic staff.

Comparing academics' salaries with the Association of University Teachers' age point scale, 54 per cent of the women were found to be underpaid, it says. The figure for men was only 34 per cent.

Dr William Taylor, director of the institute, said that the salary structure had been fully reviewed in 1970 but he was not prepared to say what the findings were. "I have not had any individual complaints."

Nineteen-seventy, the year of the Equal Pay Act, marked the beginning of a decline in women's career prospects at the Institute, says the working party. Between 1965 and

In brief

Baccalaureate course

A course leading to the International Baccalaureate will start at Avers Hill College of Education, London, in September. The entry qualification is a minimum of five O levels. Six subjects must be taken during the two years' full-time study. All British universities, and the Council for National Academic Awards accept the International Baccalaureate for matriculation.

Left out of debate

The National Association of Youth Clubs has objected to being left out of the education debate. "We have been told the National Union of Students will represent students, but only 15 per cent of young people ever enter higher education," says Miss Janet Watts, NAYC projects officer. "We are the largest non-uniformed youth club organization in the United Kingdom. We represent the consumers of education."

How to celebrate

Commonwealth Day - Monday, March 14 - will be observed in schools throughout the Commonwealth. Suggestions for activities are contained in a booklet *Common-*

Health Day in Schools

Commonwealth Institute, Kensington High Street, London, W8, Top plus

New heads' association

An association of heads of (ESN) schools in the North West is being formed. Interested heads should write to Mr K. R. Lightowler, The Spastics Centre, Flixton Road, Manchester M11 1BQ.

L.e.a. charges probe

The local government studies unit of Middlesex Polytechnic is setting up a working group to examine charges and charging policies in English local authorities' leisure, recreation and amenities services. The group is expected to report by late summer.

To vandals—£24m

Irlam High School, Salford (1,250 pupils), which was severely damaged by young vandals last month, will cost £2,250,000—plus furniture and equipment—to be reestablished. Most of the damage was covered by insurance.

Schools

Miss A. C. Davies is to be head of St Saviour's and St Olave's Grammar School, New Kent Road, London.

Polytechnics

Mr Ben Farmer, head of the School of Architecture, to a personal chair of architecture, Leicester Polytechnic.

People

Mr J. F. Wyatt, principal of Cutham College of Education, Abingdon, is to be first director of the West Sussex Institute of Higher Educa-

tion incorporating Bishop Otter and Bignor Regt. Colleges of Education.

Dr Robert Houlton, lecturer in economics at Liverpool University, is to be principal of the Co-operative College in Stamford Hill, near Loughborough, and chief education officer of the Co-operative Union.

Mr Peter Coles, education officer for development with West Sussex County Council, is to be Under-Secretary (Education) of the Association of County Councils. He succeeds Mr T. R. P. (Tim) Brightmore who has recently joined the Inner London Education Authority as Second Deputy Education Officer.

Miss A. C. Davies is to be head of St Saviour's and St Olave's Grammar School, New Kent Road, London.

Mr Roy Pratt, head of Thomas Fairchild Junior School, London, N3, is to be head of Columbia Primary School, Columbia Road, London, E2.

Mr Ben Farmer, head of the School of Architecture, to a personal chair of architecture, Leicester Polytechnic.

Dr Brian Allison, head of the Post-Graduate Centre within the School of Education, Leicester Polytechnic, to a personal chair of education.

Independent Television for Schools & Colleges 1977-78

Starting on Monday 19 September, ITV presents a comprehensive range of programmes for schools and colleges, from language stimulus for infants to political education for school leavers. Support publications are available for all these programmes.

My World: real life 4-6
Fims specially made for infants

My World stories 4-6
Stories to stimulate children's imagination

Reading With Lenny 4-8
Stimulus for language experience and early reading activities

Seeing and Doing about 6
Topics to stimulate language and creative activities

Alive & Kicking 6-7
Health education/general interest programmes

Stop, Look, Listen 6 and over
Environmental studies/language development

Finding Out 7-8
General interest to widen children's experience

Figure It Out 7-9
Mathematics

A Place to Live 8-11
The natural history of everyday surroundings

Picture Box 8-11
A stimulus for creative work

Over to You 8-12
An English miscellany

How We Used to Live 8-12
Twentieth century social history

Good Health 8-12
Health education: looking after your own health

Writer's Workshop 8-12
English: material to assist creative writing

The World Around Us about 10
General studies

Music Round about 10
A new music magazine series for the middle school

Meeting Our Needs 10-13
Integrated studies: living in a community

London - The Making of a City 10-18
The history of London from Roman to Victorian times

Look Around 10 and over
Scientific investigation of environmental problems

Believe It or Not (Progs 1-5) 11 and over
Different religious faiths

It's Life with David Bellamy 11-19
The 'science of life', designed for mixed ability groups

It's More Life with David Bellamy 13-18
The 'science of life', designed for mixed ability groups

French Studies 13-18
New, year-long resource for French teaching

The English Programme 13-18
Programmes throughout the year for language and literature teaching

Starting Out 14-18
Personal relationships/careers

Work 14-18
Geography/Careers

Musical Scene 14-18
Informative items ranging over the whole field of music

The Land 14-17
O level and CSE geography of Britain

The Messengers 14-18
Film extracts for English, moral education and media studies

Politics - What's It All About? 14-18
Political Education for the school leaver

Believe It Or Not (Progs 6-10) 14 and over
Relevance of religious belief today

Looking at Television 14 and over
Aims to encourage pupils to take a critical view of television

Facts for Life 15-18
Human biology and related topics in health education

Experiment 'A' level
Experiments related to the 'A' level chemistry and biology syllabi

The Annual Programme giving transmission times and full details of all programmes is now in your school.

Make sure you see it.

Further Information for further information or additional copies of the Annual Programme please contact the Education Office of your local ITV company.

Immigrant teaching -UK may relent

The United Kingdom was likely to withdraw its objection to a European Economic Commission directive that migrant workers' children should be taught their own language, Mr Patrick Daunt of the EEC's education division, said on Saturday.

Speaking at a conference organized by the EEC's migrant workers' forum in London, he said he was confident the commission's directive would soon be approved by all nine member states. The United Kingdom and West Germany were opposing it, but the United Kingdom appeared likely to change its mind.

Room for more women at top of FE, says college head

More women should become involved in the management of further education colleges, because there were simply not enough effective male managers to go round, Mr David Moore, principal of Nelson and Colne College, Lancashire, said this week.

Addressing a conference at Croydon Lodge further education staff college, he called for more research into the position of women managers in further education and for the establishment of a staff development service.

"We need a career brokerage unit which would offer career consultancy for middle level women staff. Many women have hinks in their career histories which prevent them from getting management positions."

Women managers could be seconded as personnel assistants to college principals, attended conferences, and have short attachments to education offices. These would all help women overcome the

Schools broadcasting could be better used, MPs are told Teachers on wrong wavelength

Teachers were not using schools programmes as well as they might, a House of Commons sub-committee told this week.

Programmes were a cheap resource for schools and a good way of supplementing the curriculum, Mr Alan Jamieson, senior education officer of the School Broadcasting Council, said in evidence to the education sub-committee of the House of Commons Expenditure Committee on Monday. But they were not used effectively.

The BBC was also disappointed that teacher training colleges made so little use of its service. "We are hard pressed to find colleges that use educational television as part of pre-service training."

The eyes have it



The traditional caricature of the schoolboy—a small boy with a clever mind and a very large pair of glasses—may be founded on fact, according to a new survey which links short sightedness and intelligence.

The survey was undertaken by a team from the National Children's Bureau, and published in the British Medical Journal. The researchers looked at more than 11,000 children, and isolated 403— or 3.8 per cent— as being short sighted in both eyes ("having progressive bilateral acquired myopia"). Of these 189 were boys and 214 girls.

They found that short sightedness was more common in boys than girls, but they did find that short sightedness was more common in children from non-manual (rather than manual) families, in children from small families, and in children of higher birth order.

At seven the short sighted children ahead of their peers on tests of verbal ability. At the age of 11 the same group showed "striking advantages" in educational performance. The authors calculated that, taking other factors into account, they tended to be 1.6 years ahead in reading comprehension, 1.3 years ahead on general ability, and one year ahead on arithmetic.

But the report does point out a danger— that is that children in glasses—often in their spare time—often read books in their spare time as many short sighted children said they "often" played outdoor games at school.

Theatre troupe in pay row

A theatre company which tours plays round schools in Scotland and Lancashire is the subject of a complaint to Equity, the actors' union.

The company, Vaughan-Hay Productions, has three touring companies which are at present performing *Hansel and Gretel*.

Mr John Hay, a partner in the business with Mr Kenneth Vaughan, said this week that the actors had been sacked "on the spot" because they refused to perform. Mr Hay, a former professional magician, said they had disappointed the school.

'Positive' plea for homosexuality

West London members of the National Union of Teachers have been asked to promote a "constructive and positive" attitude to homosexuality in school curricula.

The association's annual meeting this week narrowly approved a resolution calling on members to support teachers who have been discriminated against on grounds of "sexual orientation".

How to handle disruptives

More education about the effects of disruptive pupils on the health and safety has been provided by the National Association of Schoolmasters-Union of Women Teachers.

The NASTUW has issued a pamphlet on the Health and Safety at Work Act this week which says that when faced with disruptive children or potentially disruptive conditions a teacher should:

1. consider carefully the degree of risk; 2. if it is unacceptable, he should refer the matter to the head teacher or other responsible person; 3. if the nature of the problem is such that it is being referred to the Health and Safety Commission, the teacher should take further precaution of writing a memorandum to his superior, asking for it to be signed and dated, before consulting to teach.

Pupils union joins battle with NUT

The National Union of Students this week launched an action with a counter strike to the National Union of Teachers.

The teachers' union has complained to the Education Secretary that NUST representatives visited to take part in the Debate conference. Mr Fred Smithies, deputy general secretary, said: "Our members are willing to bear the brunt of the additional work in co-operation with other unions, but it is the clear duty of the local authorities to pay for the hours involved."

The cost would be relatively small, I reject absolutely exaggerated claims by some local authorities that it would place a heavy burden on ratepayers.

New life for surplus colleges

Teacher training colleges (reopened with closure could be used to train teachers from developing countries of the Commonwealth, the Council for Education in the Commonwealth suggested last week.

A report submitted to Mrs Shirley Williams, Education Secretary, and Mrs Judith Hart, the new minister for Overseas Development, emphasizes the coincidence of British surplus colleges and the need for teachers in many parts of the Commonwealth.

The arrangements would be temporary, says the council, as the principle of training in home countries should hold sway.

Teachers take big share of Churchill awards

A big share of this year's Churchill Fellowship awards has gone to teachers. Awards—among 11 categories—which are given to educationalists are the study of management and teaching in mixed schools and prevention of vandalism. Most of the fellows will be working in the United States.

The winners for educational or other projects include: Michael A. L. Bower, head, Highgate School, Wolverhampton (message and teaching in North American schools); Susan G. Chappell, London Education Authority (divisional catering organizer, education of children); and a publicist, technician in an anti-nuclear campaign; Det Ch Insp P. Cross, West Midlands Police (school of vandalism); Sgt Michael Various, Merseyside Police (causes of vandalism); John L. Cuzbert, deputy head, King VI School, Morpeth (Swedish Commission proposals for comprehensive schools); Beryl J. Davies,

teacher of the deaf, Coed Glas Junior school (integration of the severely partially hearing into normal schools); Insp John Dorritt, West Yorkshire Metropolitan Police (aspects of vandalism and its prevention); Richard P. Gilbert, chemistry teacher, Appleforth College (teaching of ecology); Norman E. Grey, teacher, Shirebrook Comprehensive School (school expedition to Arctic Norway); Ian Firth, head of Unit for Disruptive Pupils, Bury St Edmunds (methods of preventing vandalism); D. Neil James, project leader, Family Services Centre, Coventry (teaching of large urban communities to prevent vandalism); Eide G. Lewis, teacher in charge, Sanctus Unit, Langdon Community School (community involvement in school and the teaching of stressed city children); Albert J. H. Lucas, director of leisure centres, Belfast City Council (prevention of vandalism in leisure complexes); Irene C. I. Muckay, education officer, St Barnabas's (social education); Peter G. Mann, head, Cavendish School, Bemmel Hempstead (Swedish comprehensive school system); Sgt

Ulster colleges must keep intake below 1,000

The number of Northern Ireland students entering teacher education courses next September will not exceed 1,000, compared with 1,373 in September, 1976, and a record 1,902 two years earlier.

The Northern Ireland Advisory Committee on the Supply and Training of Teachers has recommended the 1,000 figure to Lord Melchett, Minister of State. But it may be even lower because a Department of Education official told the advisory committee that 900 was the "absolute maximum" which the Department was prepared to approve.

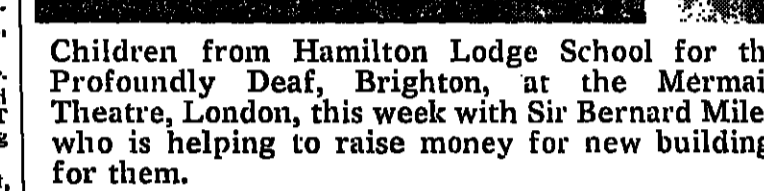
The highest slice will come out of "free trade"—students entering courses in Great Britain, of whom there were 575 in 1974 and 236 last year. This year grants are likely to be given to such students only if the course is not available in Northern Ireland or for compelling personal reasons. Altogether these are not expected to exceed 10 places.

The advisory committee has recommended that the remaining places should be allocated as follows: Stranmillis, 317; St Mary's and St Joseph's, 137 each; Queen's University, 110; New University of Ulster, 144; Ulster College, 22; and Derry Technical College, 21. It is expected, however, that the number of Northern Ireland students following representations from the colleges. Members of the committee who supported the figure of 1,000 argued that it would not threaten the viability of the colleges since most of the reduction would affect English colleges. The intake to the three general teacher education colleges in Northern Ireland, for example, will fall from 637 last year to 591 this September.

The Department of Education in Northern Ireland has commissioned a study of pupil absenteeism because of "growing concern about persistent unjustified absence from school".

The study, which will be conducted by the statistics and economics unit of the Department of Finance, will identify children who have been absent for 25 per cent of the days during spring term.

Welcoming the decision, the National Association of Schoolmasters/Union of Women Teachers said that a difference between Northern Ireland and Britain is that "while truants on the mainland were likely to become involved in petty pilfering and other minor offences, the truant in Northern Ireland is open to manipulation by paramilitary groups and, as such, is particularly vulnerable."



Children from Hamilton Lodge School for the Profoundly Deaf, Brighton, at the Mermaid Theatre, London, this week with Sir Bernard Miles, who is helping to raise money for new buildings for them.

Watch out for the gifted, Devon staff are told

Part-time classes and activities for exceptionally gifted children should be set up in a number of schools and colleges throughout Devon, according to a draft report from a Devon county council working party on gifted children.

The staffing of these should be a "matter of concern for the authority", it says.

The working party was set up last summer under the chairmanship of Mr Joselyn Owen, chief education officer, and included L.E.A. staff and teachers. Other recommendations include: making "deliberate efforts" to give young and inexperienced teachers confidence in identifying special gifts.

There is a warning that if the recommendations are to be implemented, availability of resources will be an important factor in determining to provide for the highly gifted.



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COURSES

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BA English and Media Studies

A three year full-time degree course validated by Southampton University.

For details of these two and other courses offered by this Institute, please write to: Academic Registrar, Room G8, Dorset Institute of Higher Education, Wallisdown Road, Wallisdown, Poole, BH12 5BB.

Kent County Council Kent Education Committee
NONINGTON COLLEGE OF PHYSICAL EDUCATION

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UNIVERSITY OF LONDON Faculty of Education

Applications are invited for the M.A. Course in Movement Studies commencing in September 1977. Options available will include Aesthetics of Movement, Dance and Psycho-Social Aspects. Qualified teachers with good honours degrees or equivalent qualifications in Education and Physical Education are eligible to apply.

Further details and application forms can be obtained from the Academic Registrar, Nonington College of Physical Education, Nonington, Dover, Kent CT15 4HR (STD 0304) 840671.

TINDERBOX

I LIVE!
Music and Story for Children
93, Stradella Road
London SE 24
(01) 274 5314

Textured
Textured vegetable protein was included in school meals in Kent for the first time last week. By using 30 per cent tvp with 70 per cent minced meat on one day each week, the county council expects to save about £30,000 in 1977-78.

Positive plea for homosexuality

West London members of the National Union of Teachers have been asked to promote a "constructive and positive" attitude to homosexuality in school curricula.

The association's annual meeting this week narrowly approved a resolution calling on members to support teachers who have been discriminated against on grounds of "sexual orientation". By 26 votes to 21, with five abstentions, the meeting also agreed to press the TUC to include homosexuality in its list of categories against which there should be no discrimination.

Anti-cuts campaign stepped up

Teachers in Stockport, Lancashire, are distributing leaflets to parents in their campaign against spending cuts and over-sized classes. The leaflet compares two Stockport primary schools having classes of more than 35 children with a neighbouring school run by Manchester where none of the classes is oversized.

The dispute in Stockport is backed by the National Union of Teachers, National Association of Schoolmasters-Union of Women Teachers and the Assistant Masters' Association. Nearly 5,000 pupils have missed lessons as a result of sanctions, including a ban on standing in for absent colleagues.

The leaflet says the council can end the dispute for less than two pence a week added to the rate bill of the average ratepayer.

Teachers take big share of Churchill awards

A big share of this year's Churchill Fellowship awards has gone to teachers. Awards—among 11 categories—which are given to educationalists are the study of management and teaching in mixed schools and prevention of vandalism. Most of the fellows will be working in the United States.

The winners for educational or other projects include: Michael A. L. Bower, head, Highgate School, Wolverhampton (message and teaching in North American schools); Susan G. Chappell, London Education Authority (divisional catering organizer, education of children); and a publicist, technician in an anti-nuclear campaign; Det Ch Insp P. Cross, West Midlands Police (school of vandalism); Sgt Michael Various, Merseyside Police (causes of vandalism); John L. Cuzbert, deputy head, King VI School, Morpeth (Swedish Commission proposals for comprehensive schools); Beryl J. Davies,

Engineering alive and well

Mr. Tye... I would congratulate Bob Doe for his accurate and sympathetic description of sixth-form engineering... The other major problem is that it is much easier to teach the education of the identified problems of standard physics examinations than it is to develop the originality and judgment demanded by engineering science.

Don't muddle the modes

Mr. Tydemann's letter (February 18) will have gained a false impression of how the Yorkshire Board operates in Mode 2 and Mode 3. He appears not to understand the difference between Mode 2 (where the board decides the scheme of examination) and Mode 3 (where the school does).

Lone Tory

Sir— Geoffrey Woodard's letter (January 28) might give the impression that he represents Conservative opinion in Cambridge and Cambridgeshire or even opinion in general. In fact, he does neither.

Why I was dismissed

Sir— There is just one point in Patricia Rowan's article (February 18) which might mislead an unwary Miss Firkin's reference to "being a professional educator". It is precisely because I am a professional educator and believe that children should be taught to think for themselves that I was dismissed.

One more straw

Sir— It is good to see that Mary Lou Clarke, Chairman of ILEA's school sub-committee, is taking a particularly keen interest in the subject (February 11). The attack on the North Island education survey is none the less unjustified. We have never claimed that the results were anything but a straw in the wind about public attitudes towards education.

Enrichment all around the town

We hope Aristides knows whom rather better than he knows London (Very ILEA, very Cambridge, February 18). To suggest extra courses for sixth-formers is ILEA's division 2 or somehow "ready London parents" would be rather surprising ignorance of the way in which the ILEA's pioneering sixth-form enrichment scheme is wider in its scope than parts of Aristides's article suggest.

Shadow of agreed syllabus

Sir— Whether or not religious education teachers in Herfordshire share the convictions of Mr. Watson's dismissal, I work in the shadow of his dismissal. I have privately sought the views of the county's strictest adherents of its agreed syllabus and have had no reply. None of the many independent schools have any pupils paid for by public money and those who have them could do so without any hindrance.

Mr. G. W. Nicholls is generalizing on very slender evidence. I am a member of HM Inspectorate and have been a member of HM Inspectorate for 33 years and I do not recall a single Minister whom I did not see very short periods in office. As a Minister, I am not a member of HM Inspectorate, divisional inspectors and chief inspector I, and others, were called in for discussion and consultation by the political heads of the Department. Some ministers did this more readily than others and I suggest that those to whom Mr Nicholls refers did not see the HMIs because they did not send for them.

This college is prospering

Sir— I write with reference to your article figuring prominently in your issue of December 11 under the heading "Three named from list of ecclesiastical freemasons" (signed Adams) because they were caused such unnecessary—New Year decorations on reading this item, I am concerned to draw attention to the fact that the names of King Alfred's, to the very adverse effect which your report may have on the college's current recruitment of candidates for initial teacher training. Our contacts with schools leave us in no doubt that the article was widely read and its categorical assertions accepted.

In touch with the top

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In defence of Professor Gould...

—You did a noble service by publishing Professor Gould's critique of the Open University course on "Schooling and Society" and—perhaps still more—by following this with the furious responses to that criticism from those responsible for that course.

More reactions to criticism of the Marxist content of the OU course, "Schooling and Society"

Mr. G. J. Whitty, for instance, complains that "you are more concerned to increase your newspaper's circulation by employing smear techniques, and sensationalism than to contribute to the standards of scholarship which, in the title of the article, you contrast with the alleged 'propaganda' of the course".

The evidence of this whole page of protest suggests, I fear, as far as it goes, no reason to expect a strong commitment to scrupulous scholarship and curious inquiry in the producers of "Schooling and Society"—or even in their students.

ANTONY FLEW, Department of Philosophy, University of Reading.

Sir— For a long time the TES has been essential, if not always exciting, reading. The level of debate, which in these philistine 1970s ought to be above all else, to be about the content of curricula at all stages of education, has been greatly raised by your article from Professor Gould. In education as in many other fields, the "medium" is far more important than the "message".

Many of the letters that appeared in your pages on February 18 seemed to me extremely odd. Before I comment on them let me state my own position about the Open University. I strongly approve the enterprise, just as I have strongly approved and engaged in adult education or the work of the CNA for over a generation. I admire much, not all, of what I have seen of the Open University's publications, some of which I use in my own teaching, some of which I present to my major and successful innovations in the systematic presentation of knowledge unequalled in the English-speaking world.

Secondly, why write as though Marxism was received sociology. Why? Marx himself was not a sociologist—after all there are other things to be— and until the mid-1930s most Marxists did not think of themselves as sociologists. Sociology is a form of inquiry. Marxism is many things—method, tradition, myth are but three of them—but above all it is an assertion of knowledge prior to investigation.

Professor Don Swift of the Open University specifically said that the book in question was "a Marxist reader" and that in general he would go along with what I had said about "the book per se".

Naturally if they had themselves written the review, they would have described their work in different terms. I am not surprised to hear that there are other set books for other parts of course E202: indeed it would be remarkable if this were not so. When they are all available to me, I shall see for myself how far they contain the flaws which seemed present in the book I was reviewing—and which other critics have found in other Open University courses.

That, however, is for the future. Those who read my article to the end will have seen that I anticipated the standard defence (about other textbooks) which is produced for these Marxist offerings. So the reply from those responsible for the "Schooling and Society" course, though heated, was predictable. I am, however, consoled by recalling that after I had broadcast about all this on the World At One programme

controversy applies not only to the Open University but to all social science faculties and departments whether in universities or other institutions of higher education. It is the struggle between a liberal-democratic approach to education and one which is based on the conception that "the end justifies the means". There are a number of propositions which require examination.

(1) A "liberal" scholar, with all the doubt and uncertainty that is inherent in his own position, will seek to acquaint students with the main theoretical approaches, including the Marxist, together with the arguments for and against each. This he regards as his academic-intellectual duty, however imperfectly he may perform it.

(2) The Marxist as a "religious" adherent of a total and omnipotent doctrine (which ironically claims to be a science) must both seek converts and work to discredit other theories. Not to do this is to be immoral and cowardly on his part. In the war in which he is a soldier, objectivity and/or neutrality are paid bourgeois illusions and deviations.

(3) In a free society Marxists are given their head and are ordered both to destroy the society that provides it and to prepare for its replacement by their vision of an earthly paradise. In no existing Marxist-controlled society do non-Marxists have the same freedom of thought and action.

(4) Discussion about individual books or particular syllabuses and reading lists can be important but should not disguise the fact that while both syllabuses and lists may be rewritten for cosmetic purposes, such changes may not have the slightest impact on what happens between teacher and taught in the lecture theatre or in the seminar or individual tutorial.

5. Marxism presents the major challenge to a free society. Its adherents heave away at their vociferous support. They have failed to take up the challenge out of ignorance or fear, or a combination of both. Is freedom of so little value that it can be allowed to wither by default?

Professor Gould, to his credit, is one of the few with both the knowledge of what is happening and the courage to stand up and speak. The attacks upon him, mounted with the usual skill, merely follow the classical pattern and will surely not disturb his sleep. For the rest of us, we are in his debt and should support integrity which is also the defence of a free society.

Why I was dismissed

One more straw

Enrichment all around the town

Shadow of agreed syllabus

Sir— Whether or not religious education teachers in Herfordshire share the convictions of Mr. Watson's dismissal, I work in the shadow of his dismissal. I have privately sought the views of the county's strictest adherents of its agreed syllabus and have had no reply. None of the many independent schools have any pupils paid for by public money and those who have them could do so without any hindrance.

Mr. G. W. Nicholls is generalizing on very slender evidence. I am a member of HM Inspectorate and have been a member of HM Inspectorate for 33 years and I do not recall a single Minister whom I did not see very short periods in office. As a Minister, I am not a member of HM Inspectorate, divisional inspectors and chief inspector I, and others, were called in for discussion and consultation by the political heads of the Department. Some ministers did this more readily than others and I suggest that those to whom Mr Nicholls refers did not see the HMIs because they did not send for them.

This college is prospering

Sir— I write with reference to your article figuring prominently in your issue of December 11 under the heading "Three named from list of ecclesiastical freemasons" (signed Adams) because they were caused such unnecessary—New Year decorations on reading this item, I am concerned to draw attention to the fact that the names of King Alfred's, to the very adverse effect which your report may have on the college's current recruitment of candidates for initial teacher training. Our contacts with schools leave us in no doubt that the article was widely read and its categorical assertions accepted.

In touch with the top

Mr. G. W. Nicholls is generalizing on very slender evidence. I am a member of HM Inspectorate and have been a member of HM Inspectorate for 33 years and I do not recall a single Minister whom I did not see very short periods in office. As a Minister, I am not a member of HM Inspectorate, divisional inspectors and chief inspector I, and others, were called in for discussion and consultation by the political heads of the Department. Some ministers did this more readily than others and I suggest that those to whom Mr Nicholls refers did not see the HMIs because they did not send for them.

Enrichment all around the town

We hope Aristides knows whom rather better than he knows London (Very ILEA, very Cambridge, February 18). To suggest extra courses for sixth-formers is ILEA's division 2 or somehow "ready London parents" would be rather surprising ignorance of the way in which the ILEA's pioneering sixth-form enrichment scheme is wider in its scope than parts of Aristides's article suggest.

... a reply from the man himself ...

Sir— To judge from their letter (February 18) it does not seem that my article on the Open University textbook Schooling and Capitalism has pleased the editors of that volume.

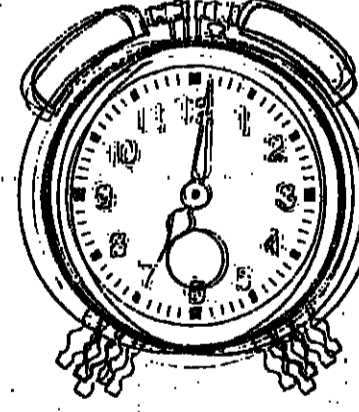
... and a little food for thought

Sir— As a student of the "Schooling and Society" course, what worries me in the correspondence you have published is not so much the bias towards Marxism but the revelation that a course I am busily devouring at the front end is still uncooked at the other.

One more straw

Enrichment all around the town

UPPER



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Fancy footwork—11-year-olds practise their skills.

Scholarships for footballers

by Stanley Levenson

Young footballers will be sitting an exam at Birmingham University later this month in the hope of becoming the first students from Britain to gain soccer scholarships to Cleveland State University, Ohio.

The American university is looking for three promising young footballers with brains who will take up degree courses of three to four years and represent it at the game in exchange for scholarships worth up to £4,000.

It wants people with five or six O levels and good school reports who can also demonstrate playing ability. The successful applicants will have a choice of 60 courses at six colleges at the university.

If successful at the exam, they will have to pass a football test. This will be set by Mr Peter Law-

renson, Football Association coach, who has been responsible for bringing this chance to British students.

Final selection will be made by Mr Klaus de laer, a non-playing coach from Holland, who is in charge of soccer and tennis coaching at the university.

Mr Lawrenson works part-time for the Wolverhampton Education Authority and organizes the Wolverhampton area under-18s soccer league. He also coaches the youngsters and selects them to play as a representative side in the Stafford and Birmingham County competition.

"The sporting complex at Cleveland State is better than anything you will see anywhere in this country," he said this week. "Apart from the footballing side, the young men who take up the offer will have the use of an Olympic standard swimming pool, an

athletics track and every conceivable sporting facility."

He received about 100 applications for the scholarships, whittled them down to 20 candidates. Names of the successful students will be announced in June. Start a course next autumn, make their own arrangements, will be announced in June.

So far, Cleveland has been offering similar scholarships to students from the Caribbean, the Bahamas and Bermuda. "I think it is a splendid opportunity for British students," said Mr Lawrenson.

Mr Lawrenson travels to each summer and conducts a soccer coaching camp for American schoolboys. During a visit last year he was asked by de laer to search for suitable candidates in Britain. Soccer, he said, is gaining in popularity in the United States, particularly among youngsters.

PE staffs 'at their wits end'

Physical education teachers trying to improve soccer standards were "at their wits end" because of lack of parental support and enthusiasm, according to a teacher who is to be Coventry's next Lord Mayor.

Saturday morning fixtures at schools were "dwindling and dwindling" because boys were more interested in earning money through paper rounds and other work than playing soccer, Mr Harry Richards told Coventry Education Committee.

Mr Richards, who teaches at Nicholas Chamberlaine Comprehensive, in Bedworth near by, made the comments after a Labour colleague, Mr Jeff White, had implied criticism of schools for not doing enough to ensure the future well-being of English football.

Mr White said he was disgusted when he watched the recent defeat of England by Holland at Wembley. "I feel that if we don't make a start somewhere to show our boys what life is all about, we shall never get football out of this awful rut. As a parent I don't enjoy the lickings we have to take."

He suggested that television com-

panies should be approached for the loan of films to show pupils how other countries played the game.

Mr Richards accused Mr White of ignorance and said: "There are coaching films available and teachers have only to ask the Football Association, the Rugby Union and other sports bodies for them. It is not lack of coaching the boys are labouring under; it is lack of parental support and enthusiasm."

"If you try to get a football team to play on a Saturday, parents couldn't care less and physical education masters and mistresses are at their wits' end."

Mr Robert Aitken, director of education, told the committee that Britain's sports reputation was not the entire responsibility of schools and teachers. But he assured members that he would investigate to see if information films were being used as well as they could in the schools.

One school which did more than talk was Ullathorne School, Coventry. They were so stung by the England defeat that they organized a day's coaching session under Mr Roy Evans, chief coach to the Cov-

Oakham school to tour Japan

Oakham School, the coeducational independent establishment in Rutland, is planning to send a rugby team on a tour of Japan in December.

Mr Murray Watson, Oakham's development manager who is arranging the tour, says the school chose Japan because "no individual school's team has been there before and we wanted to be a bit more ambitious". It would be a fine experience playing in one of the emerging rugby nations.

Oakham has had a number of Japanese boys and girls as boarders, so there are links to encourage them to go so far afield.

The enterprise will cost many thousands of pounds, which the school will have to raise, said Mr Watson. But the rugby-playing boys will themselves have to pay a large part of their own expenses.

One way will be by taking holiday jobs, which Mr Watson will try to find for them. There will also

be a full range of fund-raising events—car cloning, jumble sales, special T-shirts, discos, etc. A sponsored run to Twickenham. Easter the boys will run it at each stage, passing a rugby to and fro.

"The girls say it is a special idea," says Mr Watson. "Many will help with the fundraising." One of their projects is to be to run guided tours around the school and district during the days.

Oakham has a strong rugby tradition. Several old boys, such as Mr Jacob, later became England internationals. Ten of the present staff have won county and national honours. Brian Gray is full-back for the English schools under-16 team.

Mr J. D. Buchanan, the headmaster, says: "This promises to be an exciting enterprise. We believe it will stimulate increased support for the game in Japan and contribute to the good will between our rugby nations."

Lone survivor

Stephen Foster, of Hewett Comprehensive School, Norwich, is the only member of last season's English schools under-15 football team in this year's squad which begins its defence of the Victory Shield with a match against Northern Ireland schools at Blackpool's Broomfield Road ground tomorrow.

England won the equivalent game in 1976 by 5-0.

More than 2,000 teams have entered for the five-a-side championships organized by the National Association of Boys' Clubs with sponsorship from Oxoam. The most successful will compete in five regional finals and the championship final will be contested at the Sobell Centre, London, on May 14.

Easy winners

England were easy winners of the home countries international schools badminton tournament at Largs, Scotland, beating the Scots, Welsh and Irish each by 4-1. Scotland, Scotland were next best after 3-3 wins over Wales and Ireland. The Welsh had little to show for their endeavours, losing 6-3 to Ireland.

A record?

Allison Hensley, a 15-year-old Warwickshire schoolgirl, must have set some kind of a record when she represented the county at two different games against Derbyshire on the same day.

In the morning she captained Warwickshire hockey team at Llanymington; in the afternoon she played netball at Bedworth. Both her teams won.

Allison attends St Joseph's Convent School, Kenilworth, and is the daughter of Mrs J. Hensley, head of Stoke Lodge School, Coventry. She wants to be a PE teacher.

Diplomas

David Wilkie, the Olympic swimmer and medalist, is to present diplomas and badges to more than 100 boys and girls who are attending courses in gymnastics, hockey, badminton and table tennis at the Tarmac School of Sports, Wolverhampton.

The school is organized by West Midlands Sports Council in cooperation with local authorities at Wolverhampton, Dudley, Sandwell and Walsall.



Fisherman: Nick Holloway, aged 13, from East Finchley, with his 18lb catch of roach from Sundridge Trout Lake, in Kent.

Cricketers look for pitches

The English Schools' Cricket Association hopes that during 1977 it will have solved the biggest problem of the game at school level—the lack of suitable pitches.

Although there has been a big expansion in cricket competition, there still remains that long-standing problem for many schools left either no pitch or a totally unsuitable one.

Mr A. Cooper, the secretary of ESCA, says that a working party is being set up to look at the problem. The party will be looking at all sorts of artificial surfaces. During Easter and the summer the experts will be looking at various types of synthetic pitches in the Midlands.

After that they will prepare a list of recommendations for schools and L.E.A.s in September. Although there is cooperation with the National Cricket Association, Mr Cooper says that the ESCA sees time to train people for most jobs, and may not be the same as the regular training for senior clubs.

Whoever possible cricket should be played on grass, he agreed.

New faces at top in BUSEF fencing

In the British Universities Sports Federation's fencing championships at the de Beaufort Centre in London at the weekend, 12 of the 29 universities competing had finalists and all four individual championships produced new winners.

The two defending foil holders, Susan Wedgessworth (London) and Paul Wedgessworth (Manchester), were knocked down to third and fourth places, respectively, but the outstanding change was in the epee. Established duellists, including London's Stevenson and Mallett,

were eclipsed by Livingston (Liverpool) and Ferguson (Edinburgh), who tied top. In winning the title scored Liverpool's first victory.

One favourite, Mark Slade (Cambridge) fulfilled expectations by maintaining the form that has made him Britain's top sabreist. He has the under-20 age group. He made a clean sweep in Sunday's sabre. This year's national under-18 groups foil championships, under-18 and under-18 were fought at St Paul's School between the survivors from

Belgium bans young cyclists from British international

Belgian riders will not after all be allowed to race in this year's British International, the organizing English Schools Cycling Association has learnt.

The ban has been placed by the B.I.A.'s national governing body, the B.W.B. and concerns in this case a regional team of four and two individuals from Oaxand.

The Butlin International does not allow under-19s to race on Belgium at anything but the exceptional events, such as world junior championships.

The schools association respects teams from France, West Germany, and the States for the three-day event, to be held at Filey, York, in June.

Being prepared

To stimulate thinking and discussion about the world of work, Malcolm Gooch, a careers head at a large London comprehensive, gave this document to students in the upper school

There are several ways of looking at this country. You can see it just as a way for providing you with a job so you can do the things you want to do, and when it breaks down at some time in some place you can moan about the unfairness of it all, and blame whoever seems the most convenient person at the time: the bosses, the unions, the blacks, etc. Or you could look at it a little more carefully, see how it is organized—think about how that organization affects you and other workers.

Is, for example, most work organized in the best interests of the workers, or is it organized with something else in mind? Through knowledge and understanding workers can come to have their greater influence and control over their working life: not just be the victims of employers, unions, politicians, but learn to use those groups to further their own ends and improve the sort of life they and their families lead.

Nothing can be looked at on its own. Your job, however small and unimportant it may seem, is part of a large pattern of employment and industrial organization which in the end relates to how rich or poor the country is. And that, in turn, decides how rich or poor you and your family are going to be. We have a democratic system of government that operates from Parliament down through local councils and out through unions and other kinds of organizations. You have an important part to play in all this.

Join your union, join your local political party (whichever one you support). Do not avoid "political" programmes on the television or radio. Do not skip the political bits in the newspapers. Read them, find out for yourself. Think for yourself.

All of this is a background which may lead you to a fuller understanding of work and the organization of working life. It can only be in your interest to have that understanding.

So you are nearly 16 and school, which you may love or hate, is coming to an end. Your working life is about to begin and it is going to last for at least 44 years and possibly longer. That is a long time and worth thinking about for a while. You may not have the same job for all of that time. You probably would not want to do the same thing for so long, but it is worth bearing in mind that how you start off in work, the experience you have, the things you learn, could affect what happens to you later.

A person who keeps changing jobs is going to find it more difficult at each change to find new employment. The reason for that is quite simple. No one wants to risk employing a person who is going to move on very quickly. It takes time to train people for most jobs, and the costs to the employer money. Why should he spend that money only to lose the worker?

So you have been trained as an electrician. You have completed an apprenticeship and spent five years as a trained craftsman working for the London Electricity Board. Through no fault of your own you find yourself redundant. What do you do? The only thing you really know about, in the work situation, is being an electrician. You look around for another job that will use your skills, but there are no vacancies in your area and very few elsewhere. Now what do you do?

You could go on the dole (claim unemployment benefit) or look for another job—another kind of job that is not one you have no training. You cannot become an apprentice again because you are too old. You could go to evening



in an area of work which your school never touched upon.

But as has been said earlier, no one has a legal right to work in this country. Jobs come after productivity and profits, and if you have few or no qualifications then your right to work probably comes after a lot of other people's. In the short term you will have to work at whatever you can get. In the longer term you could perhaps do something about the "system" and your lack of training.

Thinking about school courses and examinations, it could well be in your interest to cover several different areas rather than go for the old-fashioned specialist groups of subjects. For example, doing mostly science and mathematics subjects could leave you a bit too loaded in one direction. Much better to mix sciences with arts, like English, history, etc. and also to try and have a go at other things like woodwork, metalwork, cookery, art.

I know that it is difficult with the way many schools arrange their option systems at the end of the third year, but it is not always impossible, and you can go to evening classes during your fifth year at school to study those things that interest you which you cannot do at school.

Sometimes people come to the end of their school days and find out that they cannot get the job they want because they do not have the entry qualifications. This can happen for several reasons:

- Poor careers advice in school (you should have been told long before your final year what you might need for a job).

They often seem more interested in these things than your academic ability. So it is in your interest to stick at school and stick at the work.

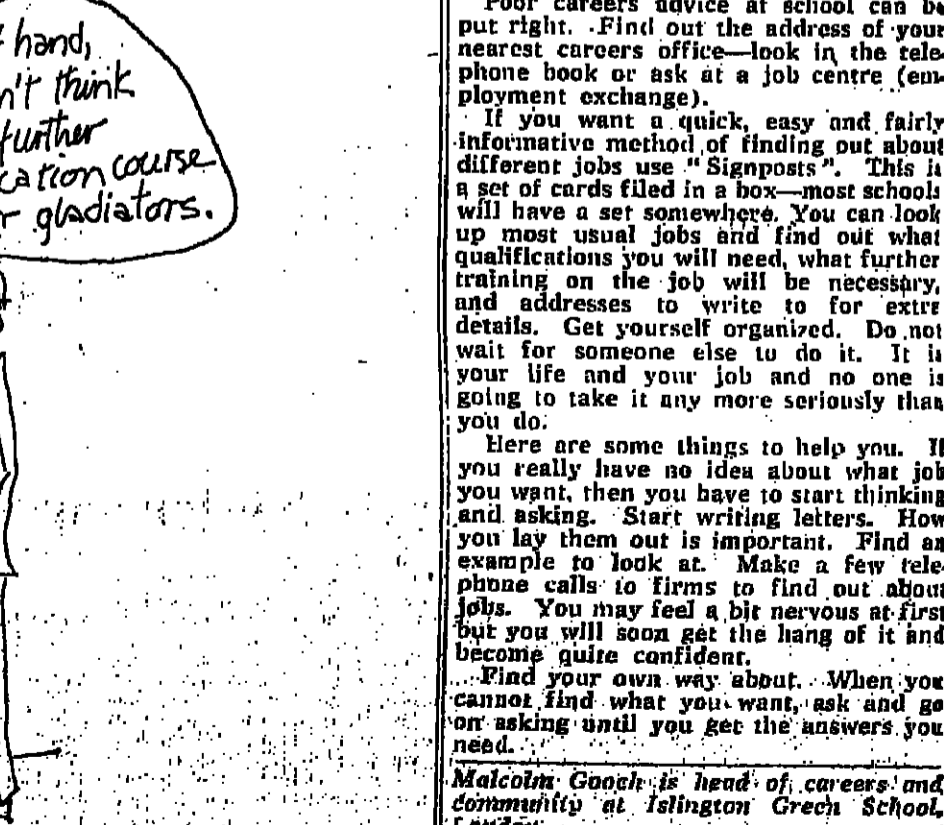
Poor careers advice at school can be put right. Find out the address of your nearest careers office—look in the telephone book or ask at a job centre (employment exchange).

If you want a quick, easy and fairly informative method of finding out about different jobs use "Signposts". This is a set of cards filed in a box—most schools will have a set somewhere. You can look up most usual jobs and find out what qualifications you will need, what further training on the job will be necessary, and addresses to write to for extra details. Get yourself organized. Do not wait for someone else to do it. It is your life and your job and no one is going to take it any more seriously than you do.

Here are some things to help you. If you really have no idea about what job you want, then you have to start thinking and asking. Start writing letters. How you lay them out is important. Find an example to look at. Make a few telephone calls to firms to find out about jobs. You may feel a bit nervous at first but you will soon get the hang of it and become quite confident.

Find your own way about. When you cannot find what you want, ask and go on asking until you get the answers you need.

Malcolm Gooch is head of careers and community at Islington Green School, London.



Public facts and private feelings

Chris Woodhead argues that it is not just the teachers of arts subjects who should be concerned with their pupils' emotional development

Just as education itself has become a scapegoat for economic ills, so within education the arts subjects are having to bear the main brunt of the utilitarian attack. What matters is what contributes to the national good in terms of increased output, and anything not susceptible to objective measurement is not worth the funding.

To what ultimate end clearly is not the question. An ethos of competitive materialism demands not idealistic thinking about human betterment, but a more efficient concentration on what schools can do for the gross national product. Small joy, then, for those teachers of music, drama, art and English who insist on the personal and expressive impulse of art.

How do you justify a concern for private feeling in a world of public fact, when self-realization obstinately resists statistical evaluation? How, under pressure from pupils, parents and colleagues,

do you justify it to yourself, when the belief that children develop in some important ways as human beings through the exercise of their own creativity still lacks full psychological or philosophical support?

Publicly exhibiting the talents of your star performers is the normal gambit, but while it is nice for everyone to be congratulatory, such displays of artistic excellence are peripheral both to the real work that is done day by day in arts lessons and to the real academic concerns of the school. The clapping dies away, and the arts remain more or less useful as window dressing. No more.

The economic recession might explain the present hardening of attitudes, the backlash against anything savouring of a progressive ideology. But the real reasons are more fundamental. Consider this sentence from the most important book on arts teaching published in recent years, Robert Wilkin's *The Intelligence of Feeling*: "If the price of finding oneself in the world is that of losing the

world in oneself, then the price is more than anyone can afford."

Phrased here in terms of a tactful hypothesis, Wilkin's own sense of an unavoidable confrontation becomes more explicit as his book develops: arts subjects attempt to explore the inner world of private feeling, where the curriculum as a whole encourages the successful manipulation of public fact.

In so far as the examination system, with its insistence on the repetition of memorized material, has cast its shadow over arts teaching, this is not a clear-cut distinction. O level English literature demands little more in the way of personal involvement than O level physics.

But whatever the realities of classroom practice, the ideological confrontation remains. "Finding oneself in the world" at best means learning to use some of the skills and techniques of inquiry that underlie different forms of knowledge; at worst it amounts to no more than achieving enough examination results to gain access to the required job.

If children view knowledge merely as power (and it is my impression that this is increasingly the case) then the confrontation is particularly acute. For where the goals of affective education, woolly and imprecise as they may be, all lay emphasis on developing insight into the makeup of one's own personality, an identity built upon examination results and the goods they will buy is something completely exterior to the self.

Everyone wants the goods: you, me, the children we teach. Who can blame children for thinking in terms of menial rackets, when they live in a society so sold on the idea that the ability to do a job depends on academic success that several CSFs are needed to be a motor mechanic? We would clearly be failing

the children we teach if we did them to achieve what purchasing they can.

Equally, we fail them if we recognize that all intellectual depends upon the healthy emotional life and, more generally, it is precisely our denial of this that leads the young into the deviant. In the present climate of it is this responsibility that deserves discussion.

Consider, to start with, the schools have to project a concern proper into the soft pedagogy of the area or, worse, out of the organization altogether into the system. This eagerness to refuse to admit that feeling is in all learning, must be one of the ironies of secondary education.

All learning: it is not just the teacher who is concerned with development. What children learn depends, as much as it does, and drama, upon how they learn, the quality of relationships within the classroom. Scientific itself depends upon the exercise of creative imagination.

Why, then, the present polarized attitudes? Neither the Black Paper nor the intellectual rigour of a child, nor the curing philosophy to which intellectual and emotional development are linked. The fact there is an emphasis on the exercise of feeling in arts subjects does not, for instance, a laissez-faire accept

A tightly knit group

"The virtues of secondary moderns have gone unsung" claims the head of a Bolton Catholic school. Lucy Hodges reports

Secondary moderns are not noted for their academic standards. In fact, they are not noted for anything much. Populated by 11-plus rejects, and offering a heavy dose of things technical, they are stuck with the label of second class schools. It was novel, therefore, to find the head of St Joseph's School, Ilorwich, a Roman Catholic, coeducational secondary modern in Bolton, proclaim his school's virtues as it prepares to go comprehensive.

Neither is Mr Callaghan's Ruskin College speech, if it simply perpetuates the stale, polemical wrangle. It could, however, initiate new analysis of the successful arts teaching that is going on, and new thought about how the goals of affective education relate to the needs of society as a whole. We might then have a great debate worthy of its name.

Chris Woodhead is tutor for English at the University of Oxford Department of Educational Studies.

Eric Hester suggests that the discipline and closeness come just as much from the tightly knit communities of the area. In the baptism class only one child out of 32 had not been born in the immediate neighbourhood. Everybody knows everyone else and the head, who himself comes from Ilorwich, was at school with many of the children's parents.

It is a mostly all white, homogeneous society. "New-fangled ideas" are treated with suspicion, and the primary schools tend to be more traditional than their Southern equivalents. Industry, mainly in the shape of light engineering, is right on the doorstep, and many children will consciously aim for apprenticeships while still at school. Job expectations are lower than in the South, but the school could not be accused of neglecting the country's needs.

Eric Hester says: "Of the two main points of the Prime Minister's Ruskin College speech—basic standards and relations with industry—Bolton has no need to feel guilty. People here have not neglected basics, or followed fashionable trends, and our pupils value jobs in industry."

This attitude is not just explained by Northern grit, but also by the fact that St Joseph's is a secondary modern. On this subject Eric Hester has plenty to say. "People often assume that it's only the grammar schools that have anything worth saving, with the implication that there is nothing at all to salvage from the secondary modern. The virtues of secondary moderns have gone unsung."

In his view, they can offer a better base on which to build a comprehensive than grammar schools. With their small catchment areas, they were "community schools" before the idiom became trendy. They have been used to dealing with the whole ability range—especially as only 20 per cent of 11-year-olds were allowed through the 11-plus in the Bolton area—and with "problem children."

The grammar school could always expel children to a secondary modern, but then there was nowhere else for them to go, and the school had to learn to live with them and they with it.

Eric Hester says he is not trying to knock other schools—an assurance that seems a bit disingenuous. But he is a kind, modest man. Grammar school educated himself, he arrived at St Joseph's more than a year ago, after working in schools in the Home Counties. "Coming up from the South hit me like a breath of fresh air." It was like coming home—back to the openness and friendliness of people he knew.

He can point to particularly good results in some subjects, and to particular children who have blossomed under the school's care. In English CSE last year no one was ungraded or got a grade 5; 20 got grade 1s, 37 grade 2s and 19 grade 3s. French results were also impressive, and I could see why from sitting in on a fourth year class. The kids were pushed hard.

The same hard-headed, no-nonsense approach was evident in other classes in other subjects. English teachers give weekly spelling tests and the head of maths told me: "We have in dull tables into them." For the first three years he uses mixed ability teaching, and then a form of streaming. "This ensures that the poor ones get the chance to find their own level, and then in the last two years the bright ones are not held back."

The school appeared to be a happy place. The only real case of theft the head had to deal with was when one boy took a ferrat from another—same stuff by big city standards. The students did not seem afraid of authority, and chatted easily to the head and the school priest. During a mock baptism ceremony, the priest was asked why the baby wore white. "Why, because it's a symbol of innocence." "But father, why do priests wear black then?" came the sharp reply.

The Catholic culture clearly plays a part in making the school what it is. But

Opening up the doors

Tim Albert visits a community school which has dispensed with uniforms, bells, staffrooms, playgrounds, 40-minute lessons—and O levels

In what until recently would have been described as a rundown mining community in Nottinghamshire, a remarkable new school has been taking shape. With its fitted carpets and city centre site, the atmosphere at the Sutton Centre seems closer to an office than a traditional school room. But atmosphere and architecture apart, the school has seen some significant educational innovations.

Out have gone such traditional mainstays as uniforms, bells, staffrooms, playgrounds, 40-minute lessons and O-level examinations. In have come longer periods, new subject divisions, CSE Mode 3 examinations, the opening of the school to the community, and voluntary (but apparently popular) evening classes.

The school is in Sutton in Ashfield. It was originally part of a plan to revitalize and redevelop the community, first with shopping centres with public library and swimming pool, later with a multi-million pound complex which would combine welfare (day centres, probation offices) with recreation and sport (tennis, squash court, small theatre) and with a secondary school.

At the moment it takes some 300 pupils. They are divided into mixed-ability groups of about 24, and stay in these groups throughout the day: first at a half-hour general session with their tutor, then in one two-and-a-half-hour block in the morning and another in the afternoon.

Parallel to these ten main daytime sessions each week, the curriculum (and most of the staff) have been organized into ten groups. These are: (English), drama and literature, mathematics, science, environmental studies, European studies, (including languages), creative arts (music and art), sports and leisure, personal relationships (including health education, careers, guidance, etc), tech-

nical studies, and home management. "What we are trying to do is to give a broad experience", says Stewart Wilson, the head teacher at Sutton, "to open doors."

In addition there are two "withdrawal" departments. The first, communications and resources, includes such work as media studies and film making, and operates on a block release system, taking whole groups out of their normal curriculum for about one week a term. The second, basic education skills, is mainly concerned with remedial work, and operates on a more informal basis by taking individual children out of classes as and when the teachers see fit.

Then there is the 11th session concept. Each weekday evening there are two-hour sessions (voluntary for the pupils but compulsory for the teachers) on a wide range of subjects from mathematics (the most popular, apparently) to family decision-making. Adults pay as they learn—and children, of course, attend free; so far, out of a roll of 900, some 1,000 sessions are attended by pupils. Every year there is a week in which the children are offered a range of optional week-long courses, and in the summer there are family courses as well.

The classrooms are grouped around small coffee bars, where teachers and pupils can take mini-breaks when they feel the time is right. "There are no bells and no traditional breaks," Everybody wants to switch off from time to time," says Stewart Wilson, "but what's to stop them doing so together?"

"It doesn't mean that staff actually have to talk to the kids—but it's much more relaxed. The 40-minute periods are a damned nuisance, you have bells ringing all the time, and if you're trying to encourage people to come into the building



Pupils on ice: all part of the multi-million-pound leisure and welfare complex.

as we are, then there's nothing worse than to have the bell suddenly ring, and hundreds of kids come rushing down on you. There's also the question of wear and tear on nerves and fabric."

A key part of the Sutton Centre system is that children keep profiles of their own work. Keeping these up to date is one of the tasks of the day's first half-hour tutorial session, and the profiles subsequently form a significant part of each child's continuous assessment for their Mode 3 examinations.

Each profile publishes the objectives of each course, and has space for pupils' comments on teachers, and parents' comments on pupils and teachers, as well as the more usual comments by teachers

on pupils. "For years we have so judgment on kids, and they haven't any come-back on us," says Stewart Wilson. "I don't think that's fair."

The teaching staff find it difficult from other schools: there is no streaming and no free periods. "These are a bit of a pain," says the head. "Staff feel they have a divine right to them, but if they that only means bigger classes. We the ratios we have because we've away with them." Yet teachers do some time off, since they are expected to teach nine sessions during the day one evening session a week.

"We accept staff on four days," says Stewart Wilson. "They want to come into a community

anything provided it smacks of authenticity.

That it has done in the past, and still does in too many schools, is a major reason for the present scepticism about the role of creative activity in education. Scepticism about "self-expression" is always healthy, for all activity involves self-expression, and there is nothing specially mystical in, say, the graffiti daubed on bus shelters throughout the land, poignant record though these misspelt scribbles might be of adolescent heartbreak. Discipline and thought are as necessary in arts subjects as in any other.

It is a special kind of discipline, perhaps: a concentration, as Wilkin argues, upon both the original impulse and the possibilities inherent in the chosen medium of expression. Meaningful expression can only be achieved through the accomplishment of a realized form, and this is rarely easy.

In English, for instance, it will possibly involve working with the sounds and rhythms of words before concentrating on syntax and meaning. Draft might have to follow draft, until the pupil has gained sufficient control of the medium to express his or her initial feeling.

The teacher's role here is certainly central, both in setting the initial subject that is to be explored, and in working with the children in their efforts to move through different approximations to some kind of final resolution to the problem. It is an involvement which clearly depends for its success upon the degree to which teachers can convince learners that they genuinely care for them and, therefore, upon the nature of their empathic understanding.

It would be easy to swamp early and inarticulate fumbblings after the right form with premature intervention. This is as true of physics as it is of poetry:



Teachers at Sutton must be prepared to teach adults as well as children.

they must work a flexible day-week-year: they must be prepared to teach adults and they must be prepared to act in a pastoral capacity, including visiting the homes of parents."

In turn, the staff seem satisfied. "I would find it claustrophobic in an ordinary school now", said one. "I don't know how I would cope with 40-minute periods again. It's much more demanding here—considerable pressure on the teachers and no staffroom you can hide yourself away in. The pace is fast. But the rewards lie in the satisfaction."

Parents, too, seem pleased. "The vast majority can see the benefit for their child in that the work they do seems more relevant," says Stewart Wilson. "And

our assessment here is a damned sight fairer..."

"Mixed ability works", he says. "That's an important starting point: we have a balanced mixed curriculum, all the way through the school, and children don't have to make invidious choices. We have proved without any shadow of doubt that children do want to come back and work at times other than during the school day. And we have shown that adults and children can work alongside each other... This is the way things are going to develop, I'm convinced of that."

And he adds: "I don't believe in original sin, you know. We start from the premise that kids are basically good."

24 Books/Education/Biology

A crumbling pyramid?

Norman Evans on teacher education

The University Connection. By W. R. Niblett, D. W. Humphreys and J. R. Falchurst. NFER Publishing Company £5.45. 85633 064 7.

The University Connection is a detached, carefully documented account of (as the sub-title says) "the antecedents, concept and development of Institutes of Education, 1922-1972".

Institutes of Education came from the central recommendation of the McNair Committee in 1944, designed to provide the nation with "an integrated training service" without "permanent central control of the training of teachers" through bringing university departments of education concerned with training graduates and the colleges concerned with training non-graduates, the local education authorities as employers and the teachers as professional practitioners into a constitutional and university-based relationship.

Institutes were preceded by the joint boards established following the departmental committee's inquiry into the Training of Teachers for Elementary Schools in 1925. In part they became assimilated to schools of education in universities by 1970. What has happened to the functions of institutes following the James Report is by no means clear, yet a detailed modern history of some of the institutional aspects of teacher education is offered here.

One of the themes which emerge in the telling of this 50-year-long story is that the power of civil servants, notably S. W. Wood, who formulated the idea for institutes, whose persuasion facilitated the McNair recommendation, and whose advocacy got them established. Later the binary policy seems to have emerged from officials of the DES. Another theme is that of the significance of the actions of individual ministers: Lord Eustace Percy at the time of the Joint Boards saying of training colleges, "an amazing technique of education"; Ellen Wilkinson keeping everyone waiting in 1944; the late Anthony Crosland saying of his Woolwich/Binary speech in 1965, "I think... that officials should not have advised me to make a major speech on the subject at that time... I then had only a superficial knowledge of the subject." (What would have happened if Crosland had gone to the DES in 1964? - Crossman Diaries).

The failures of the colleges themselves are considered: in 1942 they did not grasp the significance of the suggestion that a three-year sandwich course should be introduced with the second year spent in school under school supervision. The changing style of government is demonstrated as reflected in the changing relationships between various interests concerned with teacher education, central and local government, universities, colleges and the professional associations.

All these themes merge in an educational version of the struggle attendant upon any attempt to make a vision come true. In these

terms The University Connection can be interpreted as the story of an attempt to involve universities deeply in a struggle for the educational soul of the country in these 50 years. It took place in a period when the grudging narrow provision of elementary schooling was giving way to an expansive secondary provision for all and there was general recognition that teacher training must improve to provide the quality of service required.

This was set in the context of totalitarian developments in Europe which meant that denied government control over teacher training had to be outlawed constitutionally. Universities were to be the guardians of both: initial training, in-service and induction were all part of that vision in embryo. But to turn that vision into day to day practice required universities to become "increasingly inclusive institutions accepting an enlarged function in academic provision as well as academic provision was a proper responsibility. The universities faltered, and varied widely in their response to these demands. But much of their response was extremely encouraging. The evidence given more time, a general acceptance could have come.

But others were in a hurry; it looks as if they had come to the conclusion that the universities would not provide the service they were looking for. The changing style of government enabled the Robbins Committee recommendations to develop and The University Connection to be set aside. Then the binary system was established without the careful consultation and

discussion which had preceded previous constitutional changes recorded in this book. Then the failure of the National Advisory Council on the Training and Supply of Teachers created a vacuum in public discussion. Finally, the James Report provided the occasion for separating teacher education from the universities.

So, instead of a strong, integrated education structure with universities at the top of the pyramid, we have a weak, divided service which finds it extremely difficult to challenge government, let alone check it. The wry reflection is that, in pursuing this separatist policy, those who are most critical of universities and a class stratified society may have done more to delay the development of the service which is so necessary, and to underline the divisions they dislike than if they had followed the established, if harder, path of developing The University Connection.

This book provides some evidence to test the various judgments which have been made. Some of its final words are, "the concept of Institutes of Education may again be seen as the far-reaching, imaginative idea for the more unified reasons for the binary division have been recognized as excuses we can no longer afford to make". We shall see. As yet no other vision, no clearly articulated "far-reaching, imaginative idea" has been produced to replace it. And until a replacement appears, the educational soul of higher and further education and, by extension, the country, will remain in troubled uncertainty.

Paperbacks Makes the world go round Catherine Basham

The Fontana Economic History of Europe. Edited by Carlo M. Cipolla. The Twentieth Century 1. 00 00 0. Contemporary Economics 1. 634261 2. Contemporary Economics 2. 634577 8. Fontana £1.95 each.

This admirable economic history of Europe is completed with four volumes on the 50-year period 1970-1970: the previous six to seven volumes took five volumes to do. It does make the final volume a bit plodding at times—all these months taking the place of history.

The first two volumes consider the economic forces and ideas which have shaped the economic life of Europe as a whole in the past years, while Contemporary Economics books at the experience of different countries and regions. The first part of The Twentieth Century includes a useful summary of population trends, highlighting the serious part migration, both internal and external, has played in modern European history. The structure of demand, the labour force and the labour movement, the all-important subject of the sources of energy are competently surveyed, and there is an interesting essay tracing the efforts of scientists to influence society between the wars.

Contemporary Economics comprises excellent summaries of the recent economic history of individual European countries and regions, and includes Scandinavia, Spain and Switzerland as well as the giants: Eastern Europe is included with Russia. There is a useful appendix, an abridged essay by John Hinder describing Europe's place in the world economy over the past 50 years—diminished to stagnation, mismanagement and war and then to growth, interdependence and inter-connection.

This is a valuable series, and the final volume will help anyone whether interested in history or not to a better understanding of modern society in Europe. Unfortunately each of these volumes has been bound with such a mean inner margin that it takes a bit of force to hold the book open (and you get fed up and break its spine). I am sure that readers would prefer to pay a few more pence for a book that is more easily readable.

An Introduction to Development Economics. By Walter Etkin. 70p. 14 080747 0. The Control of the Money Supply. By A. D. Bain. £1.25. 14 080232 0. Penguin (Modern Economic Texts).

There are two very good elementary text-books—erudite enough for a serious student and, surprisingly, jargon-free for the general reader interested in these topical economic subjects. Professor Etkin's development economics is a limited volume, but the modern version of the happy savage, for example, is used to explain the persistent poverty in the Third World against some development models and strategies, and rather hopes that intelligent industrialization will help. He ignores the problems of land tenure, which a growing number of economists see as the root of the problem.

Does the amount of money affect the level of the national income, or do changes in the money supply cause changes in the national income? That is a simplified version of the recent controversy initiated by Friedman. Professor Etkin's financial institutions and monetary policy, suggests that certain circumstances the monetarist view is valid, but that Keynesian approach still applies in considering short-term cyclical behaviour. This is an excellent introduction to the subject.

Penguin publish for the teenager by publishing

Peacocks



A great gap exists in the availability of good books especially designed for today's modern teenager. They have clothes, records, T.V. and radio programmes, special magazines and a host of organisations catering entirely and exclusively for their own age group. Yet, curiously, there have been few serious attempts to provide a series of books for the maturing, intelligent, literate and independently-minded adolescent.

It is this gap and the undoubted demand from a large number of young people wanting their own list with which they can identify that has prompted us to take a fresh look at the existing Peacock list. The objective in doing so is to fill the vacuum for the 13 to 19-year-old which exists between older Puffin titles and the adult Penguin list.

The new Peacocks include a choice of excellent fiction, some of it previously under the old Peacock imprint (e.g. One More River, and King of the Barbarians), some of it taken from the Penguin list itself (e.g. The Millstone by Margaret

Drabble and Catcher in the Rye by J. D. Salinger) and, in a few cases, books which have been specially written for Peacocks. Recognition has been made of the increased sophistication of teenagers since the first ones were published in the early 1960s. They are short to medium length, with brightly illustrated covers and strong typography since it is clear that no self-respecting teenager wants a book that has any hint of childishness about it. The new Peacocks are manageable and, most important, look like adult books. Also, for the first time, there is a selection of non-fiction titles to engage the teenager on topics and issues of relevant interest and current concern. They are lavishly illustrated with photographs or drawings, often in conjunction with extended captions. The intention is to make them thoroughly accessible, and, with the fiction titles, to give teenagers an individual reading option entirely their own. In any way you have an interest in Peacocks and the Peacock imprint, we urge you to fill in the coupon below to obtain a specially prepared booklet called The Peacock Patch, which, with author and editorial pieces, will provide you with as much information as you need about this exciting publishing venture.

The New February Peacocks

True Grit: Charles Portis. Armed with her pa's Colt pistol and mounted on faithful Blackie, Mattie Ross hired one-eyed Rooster Cogburn and a fancy Texas Ranger called LaBoeuf (say it LaBoeuf) and set off into Indian country to bring the man who shot and killed her father to justice. (14-17) 047 093 X 60p

The Blinder: Barry Hines. College or first division? Schoolboy footballer Lennie Hawk has a big decision to make. In the meantime he just goes on playing blinder after blinder... and enjoying the love life that could ruin it all. An exciting and convincing picture of a talented youngster's problems told by the author of the best-selling and highly acclaimed Kes. (14-17) 047 098 4 60p

Summer After the Funeral: Jane Gardam. Athens Price has always been beautiful, clever, sweet-natured and, above all, calm—but then her father dies—and just as if a stopper has been removed, all sorts of wilder emotions come bubbling forth. This is a sensitive and sometimes amusing story about growing up. (14-17) 047 084 0 65p

Ghost on the Hill: John Gordon. Jenny is not the only one in the isolated village to be disturbed by this power from the past. There is old Mrs. Goodchild, who sits by the graveside of her long-dead son Tom, talking to him; Grao Jervis, who is Tom's old flame; her son Ralph, who makes no bones about his attraction to Jenny in spite of her feelings for Joe. There was more going on under the surface in the small East Anglian village than any of the inhabitants would admit. An eerie and gripping story. (14-17) 047 094 8 60p

First Love: Ivan Turgenev. Nothing is ever the same after you have fallen in love for the first time, and for Vladimir Petrovich the summer of his first love was to be a traumatic experience. A beautifully observed tale translated from the Russian by Sir Isobel Berlin. "I remember that at that time the image of woman, the shadowy vision of feminine love, scarcely ever took definite shape in my mind; but in every sensation, there lay hidden a half-conscious, shy, timid awareness of something new, inexpressibly sweet, feminine... This presentiment, this sense of expectancy, penetrated my whole being; I breathed it, it was in every drop of blood that flowed through my veins—a very soon it was to be fulfilled." (14-17) 047 095 6 45p

The Millstone: Margaret Drabble. Rosamund Slacey is an intelligent, well-educated girl and over twenty-one. She is also unmarried and pregnant. This is her story. "I never told anybody that George was the father of my child. People would have been highly astonished had I told them, as he was so incidental to my life that nobody even knew I knew him. They would have asked me if I was sure of my facts. I was sure enough,



Forthcoming Titles

- Early Summer. Finding Fossils, Roger Hamilton and Allan N. Insole. Catcher in the Rye, J. D. Salinger. The Intruder, John Rowe Townsend. A Bad Lot, Brian Glenville. The Basketball Game, Julius Lester. A Patch of Blue, Elizabeth Katz. Summer. The Motorcycling Book, John Dyson. Stamboul Train, Graham Greene. The Rambling Soldier, Roy Palmer. The Peacock Spring, Rumer Godden. Autumn. Parveen, Anne Mehdevi. Signs of Life, Ian Ridpath. Good-Night, Prof. Love John Rowe Townsend. Only a Game, Eamon Dunphy. Son of Someone Famous, M E Kerr. Girl with Green Eyes, Edna O'Brien. The Disappearance of Odile.

Please send me: [] Peacock Patch (available March) [] The 1977 Puffin Catalogue. Inspection copies of the following Peacock titles: Name: Address:

The nature of life

Steven Rose on biology

The Life Science: Current Ideas of Biology. By P. B. and J. S. Medawar. Wildwood House 14.93. 7045 0243 7.

Anyone who believes that the potential for human welfare is extended by the spread of knowledge about the natural world will rejoice in this book. Anyone who has ever attempted to teach biology at school, university or to adults will marvel at the capacity of its authors to pack into less than 200 pages an immense and single diagram or picture, a synopsis but highly readable account of large areas of life science.

The Medawars' avowed aim is to explain the key ideas of evolution, molecular, developmental, physiological and behavioural biology to a wide audience—not only biologists and students but also zoologists, anthropologists, philosophers, psychologists and literary folk. An implicit goal is to debunk a good deal of the pseudobiology—from genetically based race differences in IQ through eugenics and ethological determinism to the "biological time bomb" of genetic engineering—that has cluttered the popular-science bookshelves of the last two decades.

In both aims they succeed admirably. One's attention is captured by the breadth of their treatment—how refreshing to find a book about the new biology which does not begin obligatorily with DNA and the gene, but with the theory and concepts of teleology and information in the case of zoology. But it is held by the same epigrammatic arrogance of their style, perhaps not unexpected in those familiar with Peter Medawar's earlier writings. Not for these academic disciplines, or, worse, polemical, fashionable but foolish claims and opinions are demolished in half a

sentence and dismissed *ex cathedra* as "illiterate". Rarely can the confidence and generosity of British scientists—now perhaps a species in danger of dying out and in need of protection—have been displayed so effectively since the great days of J. B. S. Haldane.

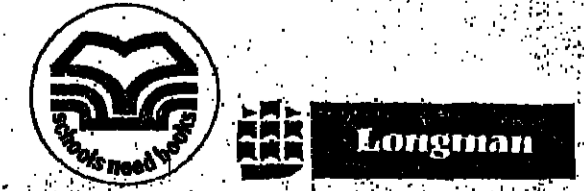
The success is achieved at the expense, perhaps, of a logical order to the individual chapters or even to the topics within them, introduced almost encyclopaedia style by italicized subheads followed by brief critical definitions. And no professional biologist is likely to be quite happy with the selection of material; the authors apologise for "their lack of interest in the world of plants merely by noting that... the fundamental ideas of modern biology are mainly the work of zoologists and micro-biologists" to dismiss the whole of biochemistry other than molecular genetics in four pages is a bit cavalier; and I detect certain regrettable lack of interest by the Medawars in brains and their functioning. On the other hand, Peter Medawar's own research background there is substantial coverage of immunology and cancer.

It is particularly refreshing that the Medawars do not burke the current biological developments; they are generous in the Popperian mould; they deal sensitively with the issues of reductionism and emergence and conclude with an optimistic assessment of the human potential for survival. Their claims that their book is for students of biology, sociologists, and "should be extended; there will be few working and teaching biologists who will not gain both pleasure and benefit from reading The Life Science."

Among this week's contributors:

- Norman Evans is principal of Bishop Lonsdale College, York. Steve Rose is professor of biology at the Open University. Kitty Pennington is currently editing *Flaunters* for London 24, Saint Antonio. Brian Rice is professor of biology at the Open University. Norman Willis is assistant director of the Council for Educational Technology.

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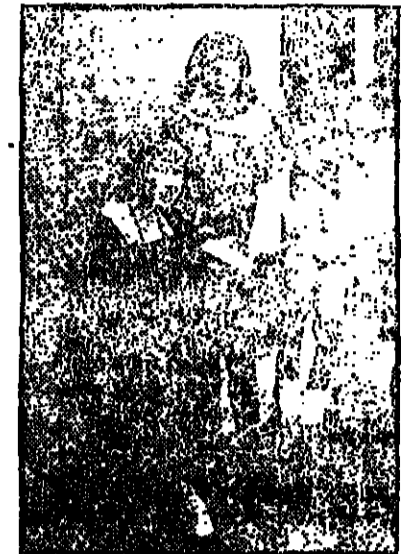
26 Books/Literature

Too much hope of living

Michael Neve on Jack London

Jack London. The Man, the Writer, the Rebel. By Robert Barthrop. Pluto Press 1.45. 90133 180.

The interpretation of Jack London's writings provides an interesting example of what can only be called ideological misreading...



Mrs Jack London in Paris arranging for publication of her husband's works in France.

Robert Barthrop has written a sympathetic and worthy biography which seeks in part to clarify some of these issues...

work is The People of the Abyss which he wrote of a time passed in the East End when he was on his way to cover the Boer War as a newspaper reporter.

Behind the half understood readings in the standard writers of American Social Darwinism, and behind the massive theoretical edifice of Herbert Spencer...

Writing about death had in fact been one of London's best skills. Many of his heroes die, and in the strange story Star Rover (1915) the hero experiences a sequence of multiple deaths while in prison...

London was born a bastard, his probable father being a wandering strolcher called Professor Chancy. He spent his youth in such pursuits as oyster smuggling or working up on the Klondike...

From too much hope of living From hope and fear set free We thank you with brief thanksgiving Whatever gods may be That no life lives forever That dead men rise up never That even the worst of us Winds somewhere safe to sea.

Hardy hints

Kitty Mrosovsky

A Commentary on the Poems of Thomas Hardy. By F. B. Pinon. Macmillan £10.00. 333 17918 1.

Hardy's poems have been selected and anthologized in a can be difficult to discern special aura that has gathered around the chosen few...

But one must not expect too much from this type of poem commentary. More direct and debatable influences, such as those of Berkeley and Hume, are not mentioned, presumably because the poem contains a direct philosophical source...

With regard to Hardy's personal life and its bearing on his work, an orthodox line is adopted. We are told that "Wessex Revivis" expresses Hardy's depression...

Children's Literature

To be taken to heart

Martin Booth

A Dog Called Nelson. By Bill Naughton. Dent £2.75. 460 06748 6.

Some books are perennial winners in the classroom and Bill Naughton's collection of short stories, The Dog-keeper's Revenge, set in Bolton in the Depression years, is a book that continues without fail to fascinate, excite and entertain any pupil between the age of 10 and 14...

paths and emotion and reality. It is not easy to see how the dog, through absence, follows the dog through scraps and adventures. usual, clichéd dog-and-boy story...

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TALKBACK

Comprehensive evaluation

Guy Neave

As the Great Debate Acts under way a curious theme seems to be emerging—that the administrative structures of our system are not important. The crucial issue, say the pundits, is the curriculum.

There is much to be said for this view. Secondly reorganization can be consolidated only through curriculum change. High standards demand a common curriculum.

Few would dispute the accuracy

of the statement. Where some would disagree is in its exclusion of the importance of the structural aspect for purposes of evaluation.

Structures—whether defined in terms of the school's age-range, policy of access to the sixth form (closed or open to all), the way students are grouped for learning—are all of the highest significance. During the past ten years or so, comprehensive education has necessarily been realized through these dimensions. Turning our attention to the curriculum marks an important step. But it is not a case of either curriculum or structures. They are mutually supporting.

Our knowledge about the influence of curriculum or structures is by no means complete. Certainly, changes in the internal structures of comprehensive schools have had spectacular consequences for the staying-on rate. My own work on university entrants from comprehensives suggests that the open-access sixth-form enabled more young people to keep their options open across the science-arts divide. Furthermore, the sixth form acted as a crucial "catching-up" point for late developing interests, whether in arts or in science.

To argue that structural change does not have curricular implications is thus highly challenging. The way children are prompted influences both presentation and content of the curriculum.

Yet the debate between struc-

tures and curriculum is only the outward form of a more crucial issue: how does one evaluate comprehensive schools? This, in turn, depends on the type of strategy used to introduce them.

Most European countries, whether they have completed the process of comprehensiveization like Sweden, Norway and France up to 16, or whether they are still in transition and experimentation, like Austria, Germany, Finland or Holland, have adopted a two-stage policy. First structural change, followed by curriculum reform. Some, for example Austria, are proceeding with the two simultaneously.

Regardless of the approach, effective evaluation of comprehensive education depends on a number of prior conditions, not all of which are present in the United Kingdom. This was one of the general factors which emerged from a conference held under the auspices of the Council of Europe last December at Neusiedl (Austria), bringing together researchers and policymakers of comprehensive education from 16 European countries.

A specific lesson from this workshop was that the most effective evaluation of reform involves a prior statement of objectives, publicly discussed and then embodied in legislation. To set down the objectives of comprehensive education requires a consensus of what is entitled, and thus agreement about what may reasonably be expected.

This is lacking in Britain. We have merely a plethora of semi-public utterances, personal statements and resolutions, views by parent groups, teachers' organizations, parties and pressure groups.

Though comprehensive education is becoming the norm for most secondary school-age children, we remain without national criteria to define "comprehensive-ness". Changing the nomenclature may placate a few. But it is not satisfying either to parents, or to those called upon to evaluate the undefined.

Until such criteria are developed publicly and agreed legitimately through Parliament, any evaluation must rely either on personal value judgments, or upon the selection of criteria of "comprehensive-ness" which correspond to an approximate consensus in public opinion.

In Britain, research into the non-structural aspects of schools—teaching, learning, performance and the relationship between pupil, teacher and subject-matters—show up a bitter paradox unknown in a country like Sweden, where the structural aspect of comprehensive reform is publicly defined and complete. Where structural variables are not constant, evaluative work in the affective and cognitive domains have no universal validity or application.

As the contributions of John Eggleston, from Keele, and Urban Dahlblöf, of Göteborg, showed, they were working on common problems,

but within significantly different structural frameworks.

argued that analysing the situation between student and teacher is particularly important to the development of the comprehensive school. But this interplay is bounded by "frame factors"—by legislative, administrative, natural and curricular constraints.

In Britain these "frame factors" are locally defined. With this variety of subjects, individual ability and even differences in allocation of physical resources, test theories about how and what children learn—or fail to learn—then to what.

Only in countries where administrative structures and objectives of the system are tightly defined, and shared by all, can we test the effects of curricular changes against the goals of that national regional education system. We abandon our interest in structure reform, but perhaps at the cost of rendering useless all our other intentions.

Successful Governments have been well aware of the need for expanding technical education. This was recognized in 1973 in the setting up of the Technical Education Council, with the stated aim of providing "a system of technician education responsible both to industrial requirements and students' needs". Projects are also being carried out by the Training of the Department of Education and the Department of Employment, to help school leavers in their transition to work, and to help industry in getting the type of skill it requires.

All these schemes are, however, directed to the 16-19 age group. The idea of such training for children could be effectively introduced at an earlier age and introduced into the school curriculum has led to the establishment of the City and Guilds foundation courses. An interesting study by G. T. Monford, of the City and Guilds of London, reports on similar schemes in many secondary schools in California.

Perhaps the fundamental need is to change the attitude of our youth to skilled technical work and vocational training. British society has traditionally ascribed higher prestige to academic rather than technical education, and this has been emphasized by raising the school leaving age to 16 and vastly increasing the number of university students. Young people must be convinced that skilled technical aptitude or vocational work is not inferior to academic achievement, and is frequently of far greater value to the needs of their country.

What proportion of university students, many of whom drift through three years of study in an aimless fashion, are really benefiting from an academic education? How many might have felt happier and more motivated if they had been encouraged to choose a more practical vocational or technical education? Should one not consider that boredom and frustration may be the causes of truancy from school and problems of discipline among 14 to 16-year-olds? Can we be certain that all children can or do benefit from full-time academic school education up to the age of 16?

Under our present system this would not appear to be the case. One of the problems pointed by the TSA, in a discussion paper on vocational preparation for young

Innumerate student teachers

Derek Haylock

A total of 182 college of education students training for junior school teaching were given the Bristol Achievement Test in Mathematics for 11 to 12-year-old children. They took the test at the end of their first year, after an introductory course in teaching maths, and experience in schools. Since this is a standardized test, it was possible to make a rough assessment of the student teachers' performances against those of an average class of top juniors.

About one quarter of the students scored marks low enough to be bettered by more than 10 per cent of 12-year-olds. In other words, their mathematical achievement would be surpassed by, say, three, four or more children in an average class at the top of a junior school. About one in eight students scored marks low enough to be bettered by more than 20 per cent; say, seven, eight or more in our average top junior class.

How anxious about the reaction of students to a compulsory course of this nature, the maths staff have been encouraged by initial evaluation, which indicates both enthusiasm and increased confidence on the part of most students. It is hoped to fill some of the gaps in the understanding and mastery of maths of those who will be responsible for the early experiences of mathematical concepts of future generations of schoolchildren.

Derek Haylock is a lecturer in mathematics at Keswick Hall, Norwich.

It was also possible to make some deductions about where weaknesses were most prevalent, since the test covered number, reasoning, spatial ideas, (metric) measurement and arithmetical processes. Compared to 12-year-old children, the poorest scores were on the reasoning section. This was closely followed, perhaps surprisingly, by poor scores on number and arithmetical processes. About half of these future junior school teachers showed a grasp of number concepts and level of competence in carrying out basic arithmetical processes which would be bettered by 10 per cent or more of the children they might have to teach.

For some time now an O level pass in English language has been an entry qualification for teacher training. These results would seem to add weight to the growing campaign to treat maths similarly. At present only about three out of five entrants to teacher training have an O level pass in maths. Keswick Hall in its new Education degree course in "Mathematical Experiences" which takes up one-sixth of a student's time in the first year. This is not a professional course in how to teach maths—that comes later—but a course in maths, and is compulsory for all students who have not studied the subject beyond O level.

This seemed, and still seems, exciting.

At the very least, a bookshop is a statement that the school is concerned about books and reading outside business hours. It can, to a limited extent, try to guide tastes towards the worthwhile and away from the trivial by its choice of books and its approach.

Above all, it can try to increase the number of books in the hands of students, promote the concept of book ownership, and introduce it to children who may have few books at home. A bookshop should also promote book ownership among parents by stocking appropriate

School bookshops

G. T. Wardle

It is more than a year since I started a bookshop in my school. More than 1,000 schools now have bookshops, although the traffic has not been one way: a number in my area have closed during the past year, often because a member of staff who was enthusiastic initiated and carried forward a project left, and no one else cared to take on the job.

The most vital factor in the existence and continuation of a school bookshop is the determination of a number of staff to give the time necessary for routine work: selecting and ordering stock, checking orders, dealing with enquiries, arranging posters and book displays and, of course, opening the bookshop regularly. So such closures are understandable, but nevertheless sad, because a paperback bookshop is a valuable addition to any school.

My original conception was of a small but dynamic centre within the school, promoting book use and book ownership as cultural values. This seemed, and still seems, exciting.

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G. T. Wardle teaches English at Southfields School, Gravesend.

titles and by opening in the evening. To do all this the bookshop must be constantly promoted by posters and book displays, special events and constant additions of new books.

Running the bookshop demands a great deal of time, but the returns are encouraging. Though the best-selling titles in my bookshop have mostly been connected with mummy sharks and pop stars, there is a steady demand for quality fiction ranging from Alan Garner, to, amazingly, Jane Austen. There is, too, a large demand for fiction which, if not of the highest order, is far from being trash; and also a demand for non-fiction from boys with encyclopedic knowledge of medals, armour, warships and aircraft.

Most of this affects younger secondary children. The geography of



Children and death

Di Morris

The grave had been dug, the vicar read a few verses, one by one friends filed past the coffin and laid their hands on the deceased for the last time. Others read short obituaries, composed by themselves. The gravestone, a piece of blue card covered with plastic and attached to a stick, was inscribed: "We hope you will be happy up there. We will miss watching you show your toilet roll."

The occasion was the burial of a class gerbil.

"Ashes to ashes, dust to dust," intoned the vicar, as the bell rang for morning break. "Can we go walking, taking the answer, he dived off, wiping his spectacles on his trousers as he went. Many of the children lingered.

"That was lovely, Miss," said one of the more emotional girls, nodding under her glasses with a handkerchief. "Yes," chimed her friend cheerfully, "I don't feel so bad now we've buried him properly."

Our faced Frank, who seldom contributed anything of class discussion, suddenly blurted out: "Our dog got sick so the vet put 'im to sleep. But Mum wouldn't let us bring 'im 'ome after." His eyes were bright.

I knew how Frank felt. When

was a child, deaths were matter-of-factly reported to me, and then the assortment of elderly acquaintances and relatives passed out my life, leaving me with a curious sense of deprivation. That morning's events, following the discovery of the gerbil's lifeless body, would have been a lesson to many adults on how to treat death naturally.

First, all the children wanted to look at him. Then they wanted to touch or hug him. I saw the small legs being pulled by the curious, stroked by the loving. Each reaction was spontaneous.

"Don't let 'em bury him yet," said someone, "he might just be asleep."

"Of course, he's dead," retorted one of the more scientifically minded.

"Doesn't he look sweet, all curled up, like that?" remarked another else. And then, wonderingly, "It's just like being asleep, isn't it, Miss?"

The conversation moved over to their own experiences of death. Many had lost grandparents, but few had anything to say about the occasion except to report it. Like Frank's dog, many a grand and grand had been mysteriously spirited away, and the passing shrouded in silence.

It was clear the children had been sheltered from what parents must have thought to be the saddest and most depressing thing to tell: a child's death. Their reactions, and the explanations they were giving, showed that they were not, as the vicar had said, "just a little bit" more of the dead.

grandpa who was there in my bed, but when I awoke I found only an empty space, and I was left wondering where he had gone. I had never manifested myself in play and nightmares. These children must also have gained the beginning of a concept of soul. "He's not here, but his soul's gone and hasn't it, Miss?"

Some will be horrified at the thought of exposing their children to such a traumatic experience, death, it having replaced the subject of sex as the Great Unmentionable. But death, like sex, is a fact of life.

By letting children satisfy their curiosity about death, we help them to acquire a greater appreciation of life.

Di Morris formerly taught at Michael's School, Aldershot, and is the author of "Education for De-

Skills that society needs

Anne Beloff-Chain suggests there is much to be learnt about vocational and technical education from the schools of the Organization for Rehabilitation through Training



A student works on an electric problem at an ORT school in France.

The importance of well trained technologists and craftsmen is undisputed among those responsible for industrial development in the private and public sector. So too is the need to encourage young people into vocational or technical training.

I want to describe how this type of education is being successfully carried out by an international Jewish body "Organization for Rehabilitation through Training" (ORT), and to suggest that ORT schools could act as models for the future development of vocational and technical training.

Successful Governments have been well aware of the need for expanding technical education. This was recognized in 1973 in the setting up of the Technical Education Council, with the stated aim of providing "a system of technician education responsible both to industrial requirements and students' needs". Projects are also being carried out by the Training of the Department of Education and the Department of Employment, to help school leavers in their transition to work, and to help industry in getting the type of skill it requires.

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Under our present system this would not appear to be the case. One of the problems pointed by the TSA, in a discussion paper on vocational preparation for young people, was that too many school leavers lack the basic skills and knowledge needed for working, notably an adequate standard of literacy, numeracy and ability to communicate. One of the greatest achievements of ORT, which has set up schools in South America, Israel, India, North Africa, Iran and France, has been to overcome this problem.

ORT was founded about 100 years ago in Russia, to train the Jewish youth living in extreme poverty and suppressed by severe political, economic and legal restrictions, for artistic and agricultural occupations. The World ORT Union was founded in 1921 and now has its headquarters in Geneva. Its history is a long and complex one, as it has had to adapt to the needs of Jewish communities in different areas of the world. But the principles and purpose, have remained unchanged; those can be defined as the training and education of young people to the best of their ability in vocational and technical courses, leading them to useful jobs.

The three most important aspects of the ORT principles of education have been its adaptability and flexibility to meet the changing needs of society, the emphasis given to

in deprived conditions, similar to those of many immigrant children in the United Kingdom. ORT rarely refuses a child on the basis of inadequate education, but favours special classes for such children during their first year in the school, to bring them up to the required standard. Special teachers and small classes, or in some cases individual tuition, have coped successfully with these problems. Although this involves considerable expense, it has been worth the investment.

The schools run courses in a wide range of technical skills. Some electronics advanced courses prepare students with special ability for the "Baccalaurat de Technicien", which allows them to go to university. The schools also provide shorter 9-10 month courses for adults from 17 years upwards, to enable them to train as technical assistants or high-skilled industrial workers. Evening courses are organized to provide further and improved training for those already employed. The schools cater for a wide range of pupils. Standards are maintained at a high level, and the methods of teaching are modern and sophisticated, a lot of the equipment being designed for the schools by the instructors themselves.

The close contact of ORT with industry is maintained by industrialists as well as technicians and teachers forming part of the technical councils, which decide on the teaching programmes. In this way the organization is well informed of the needs of industry, and can decide which courses should be expanded, reduced or abandoned, and which new ones added.

The record of employment for pupils finishing at the ORT schools has been excellent, in spite of the unemployment in France. It is because of the high standard of training and education that French industry wants to employ the pupils coming out of these schools. The schools are largely financed through the "Taxe d'Apprentissage". This is a tax paid on salaries which industrialists can contribute to technical education if they so wish. Because of the high prestige of these schools many industrialists support them in this way.

Striking features of the ORT schools, in whichever part of the world they function, is the dedication of teachers and the enthusiasm and concentration of pupils. The teachers are convinced of the importance of the work they are doing, both for their country and the youngsters whom they teach. The pupils have learnt to take a pride in their work, and accept that any job well done is worth doing. They have also the satisfaction of knowing that the skill they acquire will allow them to become constructive and independent members of society. It is perhaps significant that during all the unrest in educational institutions in France during the late 1960s, the ORT schools remained unaffected.

Anno Beloff-Chain is reader in biochemistry, Imperial College of Science and Technology.

Asking the people

Charles Betty reports

on attempts in South Australia to involve parents, industry and others in curriculum planning

Adelaide has some magnificent community projects which go far beyond many I have seen in Britain. Mansfield Park Infant School is a prime example. The principal, Rosemary Graceman, began mothers' groups, playgroups, employed a half-time drama and music teacher to work with the children, established a toy library, employed children, teachers and started up programmes to involve high school students with young children.

I saw for myself the progress this school had made in a short time, and what happened as a result of a public debate about education and resources being made available for projects of all kinds. Of particular significance was an education committee of parents and teachers, meeting each week to plan the pre-school programme.

I asked mothers why they came to the school, and what benefits they got from attending and cooperating with teachers and helping children. Their remarks were frank and informative.

One mother of six children replied: "I come to school because I am wanted. Teachers regard me as an equal. They believe we do not consult the taxpayers who pay for education, and the employers who employ our children. We teach."

We can learn much from the public debate which has taken place in recent years in Australia. Do we really take other people's views into consideration when we are designing a curriculum? Have we been so preoccupied over the last score or so years in looking at the needs of the child (clearly of prime importance), that we have forgotten to look at the needs of the community? Can we gain from consulting others not engaged in the education service? Some will say it is easy for Australia, with a small population, to consult the people, but a different matter for Britain with a population approaching 60 million. This is a fair point, but it doesn't invalidate the principle of consultation—where there's a will there should be an educational way.

It should be realized by educators that there is a need for local as well as national debate about the quality of education what should be taught, whether it meets the needs of employers and, perhaps more important, the needs of the individual child and family. If we do not consult locally, then much of the great debate called for by the Prime Minister will be predicable, and in the end not much will be achieved.

Charles Betty is district adviser, Nottinghamshire Education Advisory Service.

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Nursery Education

BALFORD (City of)
THE LARSEN NURSERY SCHOOL,
Vesley Road, Swinton.
Head Teacher
Headed for the above Group 2
nursery school which is very
modern and near future and will
provide 60 full time places.
Application forms obtainable from
the Chief Education Officer, Educa-
tion Office, Central Street, Balford
on 1st to whom they should be
returned as soon as possible.

Other Appointments

CROYDON
(London Borough of)
CROSBY NURSERY SCHOOL,
Crosby Road, South Norwood,
London, S. 23.
Telephone: 01-694 7566
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nursery school which is very
modern and near future and will
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Headships

BARNET
(London Borough of)
ALFRED HORN INFRANTS'
SCHOOL,
Horn Lane, Barnet, N. 4.
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nursery school which is very
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Headships

HILLINGDON
(London Borough of)
HILLINGDON PRIMARY SCHOOL,
Hillingdon, Uxbridge, Middlesex.
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Primary Education

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EXTRA School visits

Ready to welcome, but not to be overwhelmed, the curators of Britain's culture talk to Anna Sproule

Party manners

"I have heard of teachers dumping myths and, where school visits are concerned, a division of interests of this particularly blatant order is possibly one of them. But many teachers and all museums are aware that other more subtle, and mainly unintentional abuses are currently being made of the whole cultural visit system.

Britain's curators of culture see it, the children to whom they wish to display the exhibits in their care are frequently too rowdy or too tired, too unprepared or too over-directed, to summon up even the faintest flicker of enthusiasm for what is before them.

"They think it's just a day out," says a curator. "It's not a museum visit, it's a day out. They're exhausted." It is another. A third is neatly expressed by David Jenkinson, head of education and research at the National Railway Museum at York: "In this city," he says, "we call it the 'York syndrome'."

He explains that, what with financial constraints and the difficulty schools may have in getting permission to make a visit, it is easy to understand how the York syndrome is produced; but, whatever the explanation, the upshot is that the parties (sometimes even trainloads) that arrive are convinced that they must have a go at everything.

"Everything" in York embraces the Museum, the Castle Museum, the city walls, the Shambles, a trip on the river, and the railway museum itself. "The poor children," Mr Jenkinson goes on, "get in this respect, York is not unique. All the major cultural centres have syndromes of their own. In Liverpool, for example, the Walker Art Gallery tends to be regarded as an adjunct of the City Museum next door. "What school parties normally do," says the gallery's education officer, Adrian Lewis, "is have a day out: they go to the museum first, then us, and then a black-and-white Tudor house south of Liverpool."

It is a schedule that leads to difficulties for both the galleries which would ideally prefer to lay on a series of one-hour sessions on its major exhibits rather than the frequently requested—and for the visitors themselves, unfortunately, Mr Lewis says with regret, "the space we had for a coffee bar, is now no longer with us, although I think it will probably come back."

A midday trip to the gallery cannot, therefore, be followed easily by lunch.

But problems like these are—in scale if not in quite so many compared with those facing anyone involved in a school visit to London. If the result of a visit to York is mental indigestion, an over-enthusiastic sampling of London's offerings leads to mental collapse.

The British Museum, for instance, is currently dealing with school visit parties who have visited the Pompeii and possibly one of the other Roman sites as well. "Teachers, thinking of doing this, are not taking account of the round, and of the trip back to Highbury," says Mrs Andrus, the British Museum's education service. "It's bad planning; the children will be exhausted."

She goes on: "We encourage them to come from far afield, so long as they don't try to do two or three museums in a day. We notice a tremendous difference: a group that's fresh is interested, but it is the last visit of three, they're surfeited—they simply can't take anything in. There's a complete lack of response."

Geoffrey Squire, acting keeper of education at the Victoria and Albert Museum, is also aware of London's super-syndrome. "The only thing I can suggest," he says, "is that if a group is going to the Pompeii exhibition first, there should be a gap before coming on to us. Take them for a walk by the river, perhaps..."

For the reasons pointed out by Mr Jenkinson, it is probably impossible to bear the museum syndrome altogether. Time-lagging, the cost of transport, and the general feeling that it is more vital that ever these days to get value for money all conspire to make a degree of cultural and physical exhaustion inevitable. But there are ways of lessening it.

Summed up, they are the three basic maxims of inquire, select and prepare. Obviously, the second two depend on the first; and the first also sounds obvious until it is revealed (again by Mr Jenkinson) that of the 250,000 school party members his establishment received during its first year of existence, more than one-sixth contacted his department first.

Yet only prior contact will establish such important points as the Walker Gallery's lack of a cafeteria; the Railway Museum's provision of lavatories for the disabled; the availability of writing materials at the Tower of London for parties going to its new education centre, but not for those visiting under their own steam.

Only prior contact will give visitors an idea of the museums' and galleries' widely differing requirements on numbers and length of notice. The Geoffrey Museum, for example, asks for one teacher for 20 children, groups of not more than 40 altogether, and at least one term's notice; the Tate Gallery says one teacher to 30, groups of not more than 20, all at least two to three weeks; Fishbourne Roman Villa in Hampshire likes a 1:10 ratio, has no hard-and-fast rule on overall group size, and prefers as much notice as possible.

(It is worth noting that, even if a teacher plans to run a visit without the help of the museum authorities, it is none the less helpful to let them know of his projected arrival; that way, groups can be prevented from crowding each other out.)

And only prior contact will let inquirers know exactly what is on offer when. "The date question is crucial," says Jeffery Daniels, director of the Geffrye, "is a group of 90 with one teacher, arriving unbooked on a Monday, when we are closed—and sending the teacher away before they find out their mistake."

Once contact is made, the process of selection can start. Some museums invite teachers along for a pre-visit tour of reconnoitre; nearly all will send just one teacher, but several will send more before the teacher can work out both what he wants his group to see, and whether the establishment in question can offer it.

In the case of the art galleries, objectives are usually easy to define; if the galleries prefer you are planning a workmanlike study



"You're mad", they said to Anne Leigh when she suggested a day trip to France from West Yorkshire. How the pupils from Calne Valley High School fared is described on page 39.

Three helpful new guides to Activity Holidays

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For teaching posts in Inner London

See page 59




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 Date of Visit: _____
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TES

In a sun-dappled setting

Sally Festing on the National Trust Whitley Common Information Centre



Schoolchildren with the warden, Ted Chambers, before setting out on a nature trail.

The Whitley Common Information Centre is an experimental project, designed to encourage people to see and understand the countryside.

It does this with an exhibition, field demonstration and audio-visual display, showing not only the historical background and natural history of the common, but also techniques for managing open country. The Trust owns many thousands of acres of open space and Whitley, which was opened last May, serves as a general introduction to land management.

School parties are especially welcome. The younger the better as Ted Chambers, the warden, is concerned since primary school children respond readily to feeling part of their natural environment. Special facilities are available for booked parties of up to 35 who are given a guided tour round one of three nature trails in the centre buildings. It opens from April to October, between 11 am and 5 pm all days except Mondays and Fridays and arrangements can be made for parties in March and November. (Send a stamped, addressed envelope to The Warden, Keeper's Cottage, Haslemere Road, Witley, Surrey.)

Whitley is easily accessible from London and there is a parking and picnic area. A narrow leached path runs up to a wooden, Scandinavian-style building. It cost a lot of money—between £80 and £90,000, but the trust never does things by halves and its impact, in a sun-dappled setting of pine saplings, is memorable. The ground floor is taken up with an exhibition telling the story of the common, its natural history and ecology; upstairs there is a film showing how the common is managed to preserve its character and varied wildlife, and outside the nature trails begin.

subsequent development covered in the display, followed by a comprehensive sequence on plant succession peep at some of the typical and fauna. Why and how do maximum number and variety species be grown?

A 10-minute film brings voices and views of local people who lived and worked on the common before the First World War. Their rough speech breaks the soundtrack, reinforcing some of the issues made in the exhibition, an immediacy and a plausibility will attract the attention of visitors.

Then come the trails of marked routes over the common, each illustrating a different part of the area. Red about 100 (half hours) is based on management, orange (about two-and-a-half hours) shows landscape ecology, blue, most suitable for first year, gives an introductory impression of the common's natural history (one-and-a-half hours). It concentrates on the commoner species: woodland, heathland and grasslands, minkling a special level of flowers and butterflies.

Whether the appeal is Chambers says, is their aim, and where teachers can visit centre in advance he believes invaluable. For the deeper into a subject, ultimately, the rewarding it becomes.

A historian knows that all things are closely bound together and interdependent. Living cultures with rocks and water, the plants, sand, stones, and mud, clouds, rain, wind and sun, the air in nature's abundant going. Above all, this comment comes from a visit to Witley.



The Whitley Common Information Centre was built to encourage an understanding of the countryside and the need for its management.

continued from page 35

trip rather than a general visit, your main aim will be to see the Rubens, or the Flemish masters, or the Impressionists. An establishment like Beauville Manor is more complicated: Beauville's Countryside Education Trust offers the new Maritime Museum in the National Motor Museum; a selection of woodland, farm and riverside trails; a bird sanctuary; and river cruises. The great national collections in London are more complicated still: Eliza Bethans, Romans, dinosaurs, British Museum's mummies are top courtesies with schools; castles, the triumph of steam. The choice is difficult by the fact that as the museums unite in stressing—plans must not overstretch the endurance of the visitors.

A simple one, and makes the necessary, is summed up by his teacher. It is that whatever is visited should, in some way, bring

classroom work to life. More visiting for the sake of it is not enough, although many museum education staff are happy to encourage a certain amount of free wandering as an adjunct to the visit's main activities. If the point of classroom work is faithfully observed, the question of classroom preparation becomes less pressing. Indeed, some establishments (and notably the art galleries) do lay little emphasis on it. "All the same," one art custodian points out, "we do like them to know where Pinders is."

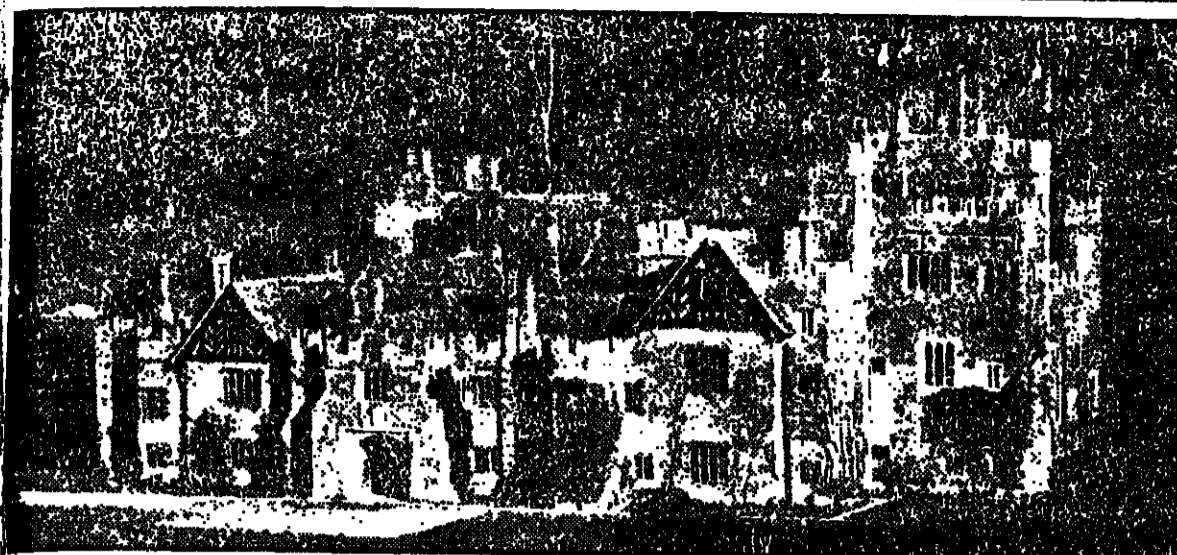
Where any branch of history is concerned, though, more is demanded, although deciding factors are, naturally, the age, intelligence and intent of the groups. "On the whole," says Mr Daniels, "visitors should have some knowledge of the political and social background of the period they are studying. They should know, for example, why King Charles I lost his head, and who Christopher Ween was." But, he goes on, "we don't

like them to have been shown slide of the period room they are going to visit. That's all right in follow-up work—but if they see before, I think it blunts the impact."

And this, in fact, is what the manager of any school visit is aiming at: the creation of conditions that allow the full impact of the exhibits visited to get through. Museums are anxious to help, but visitors' state of mind and body are the real test.

Mr Lewis at the Walker has some basic maxims of his own that should be written in large letters down the sides of every school party's class book. They are:

- don't expect too much from a museum's first time round;
 - don't get fatigued; and
 - don't expect to take in too much.
- Where cultural experience is concerned, the law of diminishing returns is sovereign.
- The views expressed by Mr Daniels are his own and not necessarily those of the Inner London Education Authority.



Compton Wynyates, Tysoe, Warwick, one of many fine houses to be explored.

Looking and learning

Visiting large old houses can be fascinating if your own curiosity is aroused, writes Asa Briggs introducing Heritage Education Year

Visiting a large old house can be a dull or a fascinating experience. It is dull if you are rushed around in a large party listening to a guide who crams you with chunks of boring information. It is fascinating if you can catch the feel of the house (and houses do have "feels"), and if you go on to explore for yourself what the house meant in the history of the surrounding area or the country—just to the people who lived in it but to the people, usually very different, who lived round about.

I have been so fascinated myself at times that I have felt, if only for a moment, that I have actually travelled back in time. And in England we can travel back in time to many different periods. There are houses with a medieval past, beautiful Tudor houses, sometimes complete with gardens, seventeenth-century houses which were drawn into the conflicts of the Civil War, express the sense of balanced proportion which was dictated by rules of good taste, and Victorian houses in all kinds of shapes and styles.

Thus, the contrast between Compton Wynyates and Montmore, the Victorian house recently in the news and still in jeopardy.

What you like best now in terms of period may not be what you will always like best. The important thing is to use your own eyes. And there are many houses where there are additions and changes made in each of these centuries, not to speak of all the twentieth-century changes, most of which will probably (apart from the electric light and the outside buildings) be hidden from your view.

Sometimes I read about a house before I go to it, but usually I read about it afterwards. I can then fix it visually in my mind. I believe that the real art of seeing rests on being able to combine a visual sense with a social sense—being sufficiently awakened by what you see to catch all kind of meanings in it. Historians these days are rightly attaching far more importance to visual (and oral) history than they used to do. They are not just concerned with documents. They read houses as willingly as they read books.

It has to be a very good book which is as rich in treasure as a really good house. William Morris, one of my favourite writers, recognized that a long time ago. "If I were asked to say what is at once the most important production of art and the thing most to be longed for," he wrote, "I should answer, a beautiful house; and if I were further asked to name the production next in importance and the thing next to be longed for, I should answer, a beautiful book."

Morris was interested not only in the houses themselves but in the objects that you could find in them and in the people who lived and worked there. And these must be part of the experience of looking and learning. The objects include furniture, porcelain, silver, pictures, books and often armoury, and all these have their own history.

As for the people, you have to bring into the picture not only the house owners (some houses stayed in the hands of the same family for centuries; others changed hands) but the people who depended on the house for their livelihood. They were often very dependent indeed, for the household was a world on its own, with its own economy. A good social historian will always be interested in the relationship between the family in the house and the people who lived nearby, dependent or not.

Increasingly, too, visitors to houses are interested in their relationship to the landscape. The most beautiful houses are not only beautiful in themselves but beautiful because they are fitted perfectly into their surroundings. The trees outside are as worth looking at as the silver inside, and it is always interesting to study not only the gardens but the whole pattern of the estate. If you come from an industrial area or from a large city you will often ask different questions from visitors brought up in the countryside. Do not be afraid to ask them. You may be surprised sometimes at the answers.

The year 1977 is a year specially set aside for looking, asking and learning. It has been designated Heritage Education Year, 1977, and a wide range of activities is being planned in many different parts of the country. Two years ago we were celebrating European Architectural Heritage Year, when the theme was the whole human environment, urban and rural, industrial and agricultural. The two years are connected in the minds of everyone interested in making the very best of our rich and varied environment. And I hope as many people will find pleasure in exploring a house and sound pleasure in setting off on town trails.

However much we cram into a year, at best we can only hope to get interested, not to look at or learn about everything. Many schools are now carrying out continuing work on environmental education (including action projects) which is not contained within the single unit of a year.

The houses which are at the centre of the Heritage Education Year programme have often been there for centuries, and one year is a very short time in their life. They do sometimes disappear, however, all too quickly, even when they are scheduled as important buildings and it is always worth seeing them when they have a real life of their own. Heritage Education News, published three times a year, is a good place to learn about work in progress.

Steps are being taken by the Historic Houses Association to improve the relationship between teachers and owners just as steps were taken in European Architectural Heritage Year to improve the relationship between teachers, architects and town planners. They are necessary steps if environmental education is to be taken really seriously in this country.

Meanwhile in the best managed houses you will not be put off by a guide who crams you with chunks of boring information. You will be invited to look and learn for yourself.

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A well-ordered programme

Roy Blatchford on Butlins Adventure-in-education weeks

Butlins Adventure-in-education weeks began at the Minehead Centre, Somerset, in 1972 as a carefully monitored experiment with only a few hundred children on each of four weeks.

Six years and 50,000 children later, the scheme is a focal point in the school journey calendar, an unstoppable bonanza for the local tourist industry. In 1973 the increase in numbers showed up the problems of too wide an age range (9-15), and since then the Minehead Centre has accommodated the 8 to 12s with Barry Island taking the upper years. (This year, the Royal Regis Butlins is supplementing the 8-11s.)

This year's booklet for leaders — the fruit of extensive practice — outlines what Butlins see as the formative aims of the adventure weeks: that children are encouraged in creative pursuits, field studies, expeditions and recreational skills both indoor and outdoor; that children have the opportunity to live and work together as a purposeful community with teachers, students and experts in many fields; and that adults involved with children can gain in-service training under "exceptionally constructive conditions".

An adventure week runs from Saturday to Saturday, and for parties travelling from the South-East British Rail provide "Minehead Specials" met in Somerset by fleets of coaches. Numbers of 2,000 at the camp each week mean that half the time must be spent off-site, and with that in mind schools may prefer to have their own coach for the whole holiday.

Living quarters are the Butlins chalets (self-catering ones are a roomy bonus if you can manage to get them), and with "tidy rooms" competitors and sharp reminders about keys children settle quickly. The mass dining halls are splendidly organized, although with 500 bodies at a sitting a happy pandemonium results.

Medical facilities — asthma sufferers should not set foot in Minehead — drying rooms, sweets and cards shops, a post box; all ready to hand so that no one need leave the camp. "Staling security" may be an ongoing catchphrase among the children but it is a vital aspect of

a safe and relaxed week for most youngsters and something which teachers can be reassured of at the briefing before the holiday.

The emphasis is on a well-ordered programme and Butlins leader staff meet teachers on the first evening to discuss activities and times for the week's stay. Children work in groups of 15 (a total party of about 45 has advantages here, as it does for coach seating and as a manageable social unit) and follow one-hour periods during the course of a day.

Abseiling, tchouk ball, trampolining, archery, cycling proficiency, art and craft rooms, table tennis and a host of pursuits besides are supervised by students (most of whom seem to hail from neighbouring schools) and by the staff who are generally interested and punctilious on safety, although not the experts Butlins would have us believe.

Evening activities include football tournaments, roller skating, it's a Knockout and play/poetry reading, but focus principally on the disco hall. The student staff guarantee order and look after the lonely hearts but the final record heralds curfew problems for staff in chasing their budding Romeros away from equally eager arms.

A total of three days off-site needs careful planning; but there is no shortage of activities to make for. Farm visits can be arranged through the team of liaison officers in camp who for the past two years have taken our unwilling city feet through pig-pens and byres with patience and enthusiasm.

Torlock, Selworthy, Watchet and Blue Anchor beaches give ample scope for exploration, although bescombing in the last of the five weeks Butlins is open to schools is a non-starter, little more than an airing of wellies on a stripped coastline.

Any teacher with an eye for an ordnance survey map can pick out some intriguing walks and hikes around North Hill which dominates the town or further afield around Dunkery Beacon. The historic village of Dunster with its castle, fully model villages and yarn market can be worked in with a ride on the West Somerset Railway Company's steam locomotives, and returning across the wind-swept jetties works up the appetite.

It must be said that teachers no doubt welcome the worksheet more than groups of souvenir hunters loitering aimlessly and unsupervised through the Knick-knacks.

Several points are worth noting about the guidelines for leaders. While there will be many well-ordered facilities for children — the vast swimming pool, a star attraction and is well policed — larger schools would do well to take a sample of their own equipment in tennis bats, footballs, water polo, etc.

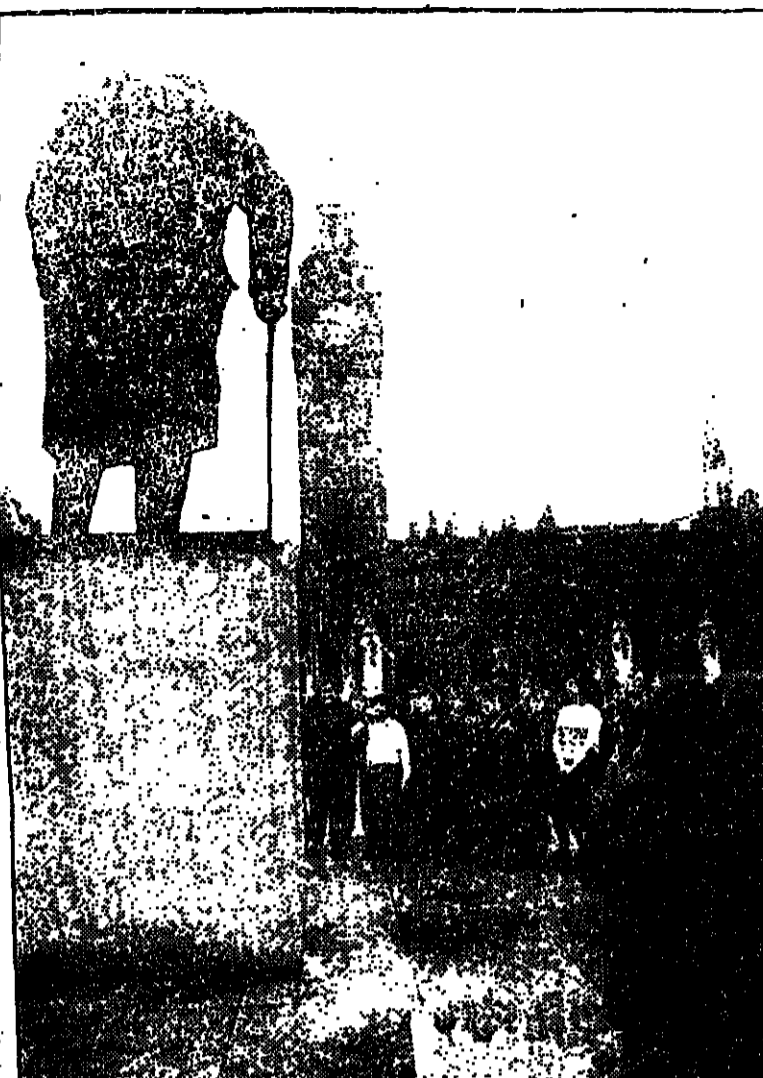
For the smooth ferrying of parties to off-site activities the party mini-bus or coach is worth the cost, and the more fully equipped children are when visiting places of interest, the less time local people will be in a bad way that what the tourist searches for all the additional revenue it comes to the area, the influx of directed youngsters into villages on to moorlands is a distinct sight.

Some excellent liaison officers National Park wardens a weekly 15-mile walk through of Lorna Doone country has the name of the Butlins organization but there is real danger of exploitation and the subsequent backlash from local residents.

For a child in a camp of 10 which includes the village of nine and the 12-year-old city of socializing can be an immense experience. Each party establish its own "exceptional constructive conditions" to be under. Only then can such hard lives and work harmonious something which Butlins might promote by insisting on a minimum one teacher to 10 children.

Note the less, the adventure education scheme provides a tremendous opportunity for all kinds of pursuits, and at the £23 plus VAT (Butlins charge) is not impossible to beat.

Contact Butlins Ltd, 21 Southwark West, Exeter EX1 1PR for further information.
 Roy Blatchford teaches at Stock Manor School, S. London



For most children from this school in a quiet Pennine valley, London is an unknown and magical city, and a visit to the capital is an integral part of their Continental journey.

Introduction to the Continent

By Ann Leigh

"You're mad," said colleagues when I first suggested the idea. "A day trip to France? From here?"

You see, Colne Valley High School is an 18th-century comprehensive on the outskirts of Huddersfield in West Yorkshire. It takes most of a day to travel even to Dover.

But I had just returned from a 30-hour visit to Calais to get slides for my French lessons. I had taken four aged-year pupils with me to share petrol costs and already others were clamouring to go. If four could do it, why not 40?

That was in October 1973. Since then about 550 pupils have travelled to the Continent during their school year, and another 150 will go on the three trips this year.

Although parents will insist on referring to the "France trip", our aim is to give the pupils as wide an introduction as possible to Continental travel — three countries, two capitals, three ports (and two where seen briefly as we pass through them), two cross-Channel routes, an internal frontier, two foreign languages, and two different currencies.

It is a lot in four days and of course the pupils cannot assimilate everything, but they gain a confidence and experience of travel which we hope will be of benefit to them.

Those who attend the weekly Continental Club in school benefit most with topics like passport formalities, foreign currencies and youth hostel routine before they leave Huddersfield.

Rights from the beginning, London has been an integral part of the trip in both directions. To most children from our quiet Pennine valley it is an unknown but magical city, and we spend an afternoon here on route for Dover. As most of the afternoon is spent in Parliament Square, a commentary is given — not so much historical facts and figures which do not appeal to most of our 11 year olds, but vivid descriptions of the kind being robbed by a footpad in Hyde

Each pupil has a printed booklet about the trip, and we encourage them to tick off on a list the various sights and monuments we pass and to note down their impressions. Once in Westminster, the children are allowed to explore the area on their own and most find their way up Whitehall to Trafalgar Square and then Buckingham Palace.

On the fourth day we again stop in London, this time to visit the Tower and the general area of the City, and this year we shall probably include a visit to the London Dungeon.

Over four years we have built up a strong link with two youth hostels, Dover Central and the "Europa" Jugendherberg in Bruges, Belgium. Some of our pupils have taken part in hostelling holidays from their junior schools and others make overnight stays at our local hostel in Marsden, so they are quite used to the routine of making bunk beds, washing up and general chores. For the adults involved — teachers, parents and coach drivers — we arrange a social evening in February at Marsden hostel so that they know what to expect.

Parents are always invited to join the parties if they want to, and many do. Usually there is a ratio of one adult to five children on each coach.

For the outward journey we use the four-hour crossing to Zeebrugge. We return the following evening by the shorter Calais-Dover route.

Nearly 20 hours of our time abroad are spent in Bruges, said to be the best preserved medieval town in Europe. The energetic town here on route for Dover. As most of the afternoon is spent in Parliament Square, a commentary is given — not so much historical facts and figures which do not appeal to most of our 11 year olds, but vivid descriptions of the kind being robbed by a footpad in Hyde

City Farm One

By Margaret Harrison

It was a big surprise to me, a London dweller, when my six-year-old son announced that his next school visit would be to a farm. More surprising was its location: Kentish Town, one of London's most crowded inner suburbs.

Two pigs, two lambs, a cow, a donkey, three goats, 14 ponies, 30 chickens, 20 rabbits and guinea pigs, that is the population of City Farm One which sits on a two-acre site by a railway cutting.

Once derelict, it was transformed four years ago under the direction of Ed Berman of Inter-Action. This is a trust which aims to revitalize community life in depressed areas. In Kentish Town it also runs a theatrical group which recently presented Tom Stoppard's *Dirty Lies*; there is also a thriving Old Age Pensioners' Gardening Club.

Two smaller farms are to open shortly in the Bristol area, and six others over the next six months. Inter-Action's Farm Advisory Unit now works with 30 groups throughout the country to help them set up a farm.

While it is primarily children living near by who benefit from being able to go to the farms to look after the animals (before and after school and in the holidays) school visits are popular. More than 2,500 schoolchildren in groups visited the Kentish Town one last summer and school parties begin again in April.

Although there is only a handful of animals, the children are able to wander among them freely, stroking them and picking up the smaller ones.

It is so important for children to be able to get close and touch the animals, says farm manager Peter Jones. "Then they can really feel what the skin of a pig is like and learn something about the economics of food production like eggs, goat milk and so on. In fact these are things which would usually be impossible on a country farm."

I saw just what he meant when my own six-year-old son beamed with delight at being able to carry around a fearsome-looking cockerel. Later he discovered just how wet and gritty a pig's nose is as it nudged our legs — and how delightful soft is the wool of an unshorn sheep.

During school visits, which last about an hour, the children are able to feed the animals as well as wander in the enclosures to watch routine activities like grooming. In the way they begin to appreciate how to handle animals, apart from petting and learn something of the respect needed towards them.

They are also taken into stables to see the ponies and harnesses. The ponies are used for the farm's riding school and where local children can ride one day after school at 15p an hour.

This unique opportunity is possible because during the year the horses are hired out at competitive rates to local authorities for school riding lessons. In 1976, 250 children came each year to riding the £18,000 a year to run the school and farm.

The farm can cope with 40 children at a time but prefers to have the children visit in groups of 10 to 15. All visits must be booked in advance through the school manager, City Farm One, 232 Road, London NW5, and there is a charge of 25p per child. This includes a cut-out model farm given to each child.



City Farm One in Kentish Town.



London, with its monuments and churches, the Royal Palace and the Parliament building, the Congress-Colum and the impressive Clipperton Arch. We leave the coaches in the centre of the city and wander round the magnificent Grand-Place. The children eagerly stroke the statue of Edward I. Serles to win their year's good luck before dashing off to juggle at Monneken-Pis, standing cheekily on a nearby street corner.

On our way into Brussels we pay a short visit to the Atomium, and our last stop in Belgium is at Waterloo where the great bronze lion glares southwards as a perpetual challenge to France.

The journey through France tends to vary according to the weather on each trip. Last May, in a blazing heatwave, we drove straight to a little fishing village near Gravelines, and let the youngsters dive into the Channel in their underclothes. Since then we have added swimsuits to the kit list.

Usually, however, we make for the town of Boullieu, where there is time to visit the shops before we assemble in the local park for a self-service picnic tea with real French "sandwiches".

The final day we enjoy a more leisurely start, with time to explore the grounds of Dover Castle before driving on to London via Canterbury. We urge the children to visit the Cathedral and search out the spot where Thomas Becket was murdered, and we hope they also notice the magnificent stained-glass windows. The most striking part of the whole trip is the final run up the M1 to Yorkshire when the children tend to be tired and restless.

What has made these four-day trips so popular? One reason is certainly the low price. Although the cost has risen from £15 to nearly £35 in four years we still offer excellent value for money.

Another is the fact that payment can be made over a nine-month period, beginning in September. Almost all families can afford £1 a week, and some of the poorest have paid for children to travel in successive years. Cancellation with a full refund is possible up until the end of February, after which I retain the initial £5 deposit. I do the accounting myself, using savings cards printed by the coach firm, and the money is banked through the school bursar.

We cut our costs by self-catering for breakfast in Dover, Central Youth Hostel and for lunch. Usually we have an executive-type coach with full coffee bar facilities, cup boards, sink and tables, but even with a standard coach ask for a double seat to be removed so that we can set up a card table. This is also useful on the homeward journey when I am exchanging surplus foreign currency and doing paperwork.

For the evening meals we rely on public restaurants in Dover and Bruges, and again we have built up excellent contacts over the years.

I find four days is just long enough for 11-year-olds. We never have any homesickness, nor do the children have time to get on one another's nerves.

A mad idea? Perhaps it was — but an idea which is now a regular feature of the first year activities at Colne Valley High School. For many pupils, the "Introduction to the Continent" trips have proved the starting point for more adventurous holidays in Britain and abroad.

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SCHOOL SERVICE—Ring Museum Education Officer, Jennifer Coughen at BROMSGROVE 2188.



Malham Cove and beck.

Upland landscapes

Colin Speakman on the Yorkshire Dales National Park

The Yorkshire Dales National Park is one of our finest educational resources. The distinctive qualities of its landscapes are, in themselves, of first importance to an educator.
Take, for instance, geology. The Malham and Ingleton areas featured in all the standard textbooks. Nowhere in the British Isles is there limestone scenery more dramatically in evidence than along the great Craven Faults or through the extended system of caves and potholes. The remarkable exposures of pre-Cambrian rocks in the Ingleton Gorge and the famous Crummockdale Silurian glacial corries, attract students from all over the world.
The Dales also have a rich archaeology, particularly Iron Age, Romano-British, Viking and into medieval. The calcareous soils of the limestone uplands are a habitat for rare orchids and other important flora. The remote moorlands and craggy edges provide a retreat for some of the most spectacular birds of prey—the buzzard, the hen harrier, the peregrine falcon.

The human dimension is particularly significant. The traditional patterns of hill-farming, while constantly evolving, still basically require the ancient skills of the Dales shepherd, and the hill-farming complex, in spite of the influx of tourists and second-home owners, retains its rugged integrity and independence. As primary producers of raw material, working in a harsh environment, the dalesman's life contrasts starkly with that of visitors from the towns.
And the very remoteness, grandeur and harshness of upland landscapes provide an opportunity for recreation in the sense of renewal. The physical challenge of a high fall up a precipitous or high rise face, a profound and admiring experience. No amount of learning at limestone, nor even the most brilliant colour slides, will ever replace the wisdom of scrambling by a limestone crag or walking across a limestone pavement.
The nation has a duty and a right to protect these resources. The National Parks and Access to the Countryside Act of 1949 states these are "objects to be preserved and enhanced" "to preserve and enhance the natural beauty and to promote its enjoyment by the public."

Clearly there could be a contradiction. Indiscriminate "enjoyment" by people able to reach national parks in their millions by coach or car can easily destroy the very beauty they seek.
Nowhere better illustrates this than Malham in the Yorkshire Dales, where the classic limestone scenery, and in particular such splendid features as Malham Cove and Gordale Scar, are under tremendous pressure. It is not unusual for 20 or 30 coaches to visit Malham on a fine summer day, each of them bringing 40 to 50 schoolchildren to a village with a population of only 300.
Not surprisingly, local farmers, faced with damage to walls and gates, and disturbance to stock, dread this influx, which occurs all the year round but particularly during the spring holidays and the period after the examinations.
In recent months, help has been provided to farmers in Malhamdale by grants to repair damaged walls or stiles. This experiment, which goes some way to reducing the financial burdens on farmers, is to be extended throughout the national park, though resources are limited.
Prevention is better than cure. As Malham, a day visitor centre next to the car and coach park intercepts the public and school parties on their way to village or cave. This information on display there emphasizes the need to behave responsibly and with consideration. Only by deeper understanding of the countryside will visitors learn to respect it.
Conservation is a difficult concept to understand, and needs to be taught to the young. The day visitor centre has a lecture theatre, and parties can get a short introductory talk on the area before they are released into the countryside. Not far from Malham, at Wharfedale Manor in Dendale, the national park's own residential centre, provides courses in folk-craft, carving and various national park studies, again with the aim of providing a deeper understanding of the environment of the national park.
But perhaps the top priority is teacher education. The best school parties are excellent, the worst quite dreadful. The National Park Authority can only encourage the best.



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Further information from: Mrs. Marilyn Leighton, The National Trust for Scotland, 5 Charlotte Square, Edinburgh, EH2 4DJ (011-226 5922).

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Accessible abbey

Nigel Richardson visits St. Albans

St. Alban's Abbey, 25 minutes north of London, by train from St. Pancras, is described by its Dean, Peter Moore, as "the largest single-purpose building in the country".
At a time when many cathedrals are little more than empty museum pieces, 370 educational parties booked a visit in 1975. This year, there have been over 300 in the first two terms (besides numerous unbooked ones), representing schools local and distant, teachers and students from Britain and abroad, and further education and Workers' Educational Association groups.
As a centre of religion and history, St. Alban's has many advantages besides its accessibility. Its cathedral is one of the oldest parts of it dating from Saxon times, and the Roman wall which surrounds it is the work of the architect through the centuries. There is a strong sense of personal history in the fact that it marks the place where the first Christian martyr in England, a Roman soldier named Alban, was beheaded in 303 AD. There was once a monastery here, too, until suppressed by Henry VIII's commissioners, and just down the road from the abbey, ten minutes walk away through the park, are the remains of the Roman town of Verulamium.
Today, the cathedral also thrives as a parish church, with 400 communicants each week, a thriving Sunday school and an annual youth pilgrimage on Easter Monday which draws 3,000 people from all parts of Hertfordshire and Bedfordshire. The Dean sees it as his responsibility to the visitor and especially to the school pupil, as a natural extension of this parish activity.
While he emphasizes that the church should not misuse the privilege of coming into contact with visitors ("Let them search and ask questions with no set purpose") he is most anxious to make his treasures and try to give people a glimpse of the "something else" beyond daily humdrum experience.
With this in mind, the abbey takes some care over its school parties, sending out information in advance so that children can be properly prepared for their visit. This includes a recommended list of source material, including the well-known Pitkin guide, a special children's guidebook *Let's explore*, a number of duplicated broadsheets about Alban, other abbey benefactors and things to look for, and an excellent and intricate cut model of the building, which children can make up for themselves.

There is also a chance at this early stage to say whether your group has any particular purpose in making the visit for a project, for example, so that one of the team of 50 guides drawn from volunteers from all denominations in the city, can give you maximum help on the day. At the end of the visit, the abbey bookstall has a wide range of postcards, photographs and other cheap items which children can buy to illustrate their work.
At the other end of the educational age range, the abbey sees the need to contribute to further education. Confirmation should not be "the great farewell" service of the Church of England—older children and adults should be given a place to return to, if they want to know more. The cathedral,

with its staff of experts including a canon theologian, is the place from which religious education in a diocese can naturally flow and, with this in view, the St. Albans centre for Christian studies was founded in 1975 as an ecumenical enterprise declared aim is to explore areas of human experience and to link Christianity with other disciplines such as sociology, psychology and the arts. Work takes place under the auspices of the Cambridge University extra-mural department, and demand for places has been very heavy.
Plans for the future include a new building on the site of the old choir house as a meeting place for people of all denominations to house a refectory, hall and library. The abbey staff is already being asked to service more school work than it can and, if money became available, it would like to appoint a full-time school officer who would make regular visits to interested groups and would build up a fully equipped audio-visual resource centre in the abbey itself. Meanwhile, educational and other work continues to grow, and people seem to like what they find. Even the abbey cat has an American fan club, which sent it a blanket and hotwater bottle last Christmas.

For school visits, contact: Mrs. I. Frith, 53 Carlisle Avenue, St. Albans, Herts. For details of the Centre for Christian Studies, contact: The Secretary, Mrs. Macfarlane, 212a Sandridge Road, St. Albans, Herts.



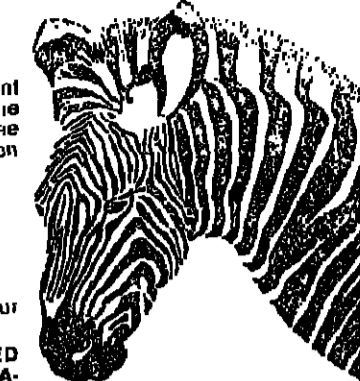
The tower and south transept, St. Albans Abbey.

Somewhere to stay

Baden-Powell House, built as an international meeting place for members of the scout and guide movements, is available to school parties on weekdays in term-time by arrangement.
The building is within a few hundred yards of the Natural History Science, Geological and Victoria and Albert Museums. The Royal Albert Hall and Hyde Park are within walking distance and most of London's other main centres of interest are easily reached by public transport.
Baden-Powell House has sleeping accommodation for up to 130, partly in dormitories, partly in private rooms. Breakfast, lunch and dinner are provided in a self-service restaurant which also caters for party and individual meals every day.
There is a lounge, with television and a library. Of particular advantage to schools is the availability of several meeting rooms of various sizes and a large assembly hall which has a stage and projection facilities. It can seat up to 300.
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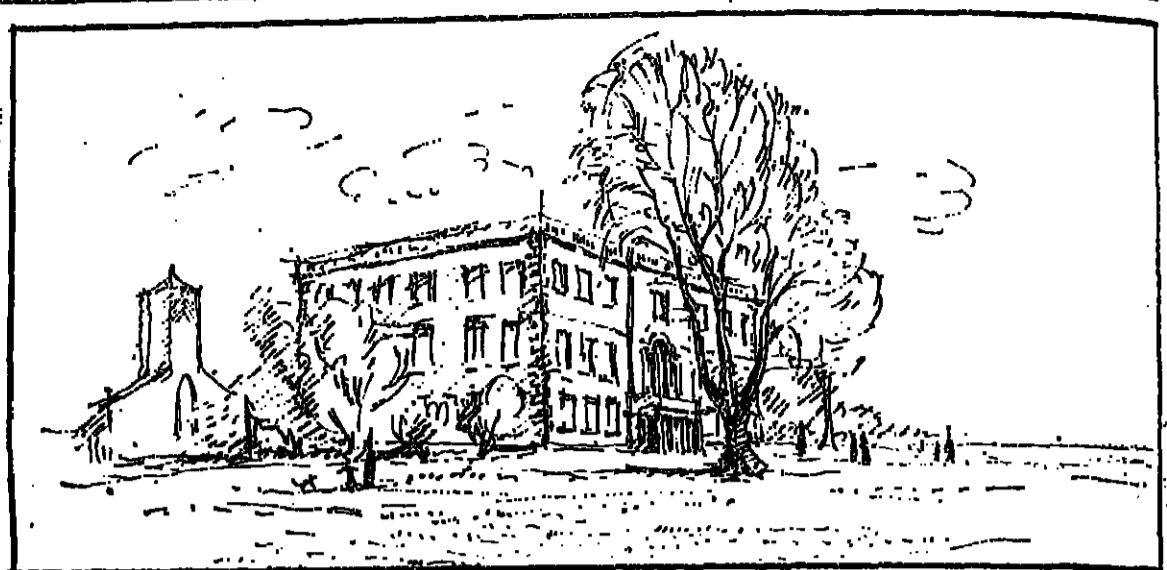
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Waterperry House, Oxfordshire.

Art in action

By Sheila Sinclair

The question whether artists can exist without patrons is not one to arouse the passions any longer—except perhaps in the sphere of university entrance exams, where the subject still tends to arise. Yet it is not so long since the great industrial companies were making much of their intention to do the mantle of the private patron of times past. And to some extent they have done so, though mostly showing a fatal tendency to back the startling rather than the durable.

All the same, the independent artists and craftsmen of merit survive—and in the last few years, a new element has crept into the interest which they command. Formerly, they were pursued just for their product. Today, they are themselves being sought out, at easel or bench or loom, by the growing number of people who want to know how to do it. The

technological wheel has almost turned full circle. It is sending us back to the work of our hands.

So it was that when the Victoria and Albert Museum mounted an exhibition of craftsmen at work, the visitors flocked in. The same happened when something similar was shown at Hatfield House. Now, another opportunity arises to see artists and craftsmen, in action, in a variety of media.

The setting for this exhibition, near Oxford and three-and-a-half miles from the end of the M40, is Waterperry House. It is not without interest in its own right. Its Palladian front, Tudor back and the partly Saxon church nestling by its side are, perhaps, less well-known than its gardens. For the Waterperry estate is a long established horticulture centre, which values its high standards of workmanship. Acknowledged by Oxford education committee, it is visited by students of horticulture in term-time and by amateur and professional gardeners on certain Sundays in the year.

Fruit and plants will take a back seat for the duration of the exhibition which will be called "Art in Action". According to the organizers, their purposes (apart from fund-raising) are "to promote artists and craftsmen of quality" and "to encourage a closer and wider interest" in the arts and crafts.

Aspects to be represented by their working exponents include painting, sculpture, print, fabrics, jewelry and calligraphy, pottery, wood and metal. In addition, though this depends partly on the weather, for much of the show will be out-of-doors—there will be master classes in violin playing and portrait sculpture each morning, and concerts in the afternoons.

It will clearly be a case of a due outing for many visitors. As the little village of Waterperry lost its only shop a few years ago, a refreshments centre is promised. There will also be a product shop where the demonstrators' work will be on sale.

Special arrangements and rates will be made for school parties. The best time for school visits will be on the first day, June 3, when the exhibition will be open from 2pm to 5pm, but restricted to the three and schoolchildren. On the three subsequent days, Saturday, Sunday and Monday (the Royal Jubilee holiday) viewing hours will be from 10am to 5pm.

The postal address for tickets (price £1.00 to include parking for children 6-14 years, 50p for adults) is "Art in Action", Waterperry House, Waterperry, near Wheatley, Oxford.

Don't touch the tigers

Owen Surridge on safari parks, zoos and nature reserves

For a day among animals the thoughts of most people fly as readily to the safari parks as doves to the coe. In consequence thousands of pupils are every year packed into coaches and shipped off to one of these showplaces with small regard for their appropriateness or the distance. Small wonder, then, that tempers tend to fray and that good, if undefined, educational intentions sometimes disappear long before the lunch break.

Education advisers employed by the owners of the safari parks are well aware of the difficulties teachers are likely to encounter. Some make considerable efforts to forewarn and forearm school visitors with hints about planning and suggestions for projects.

"But we are often defeated before we have begun", one said. "Some school parties come well over 100 miles to us and a round trip can be well on the road to 300 miles before they've done. That is a lot of travelling for one day and, not unnaturally, they try to cram everything possible into it instead of concentrating on one or two species, as they should."

The result, I fear, is the reverse of the intentions, there must be hundreds of children for whom the only residue of their excursion is a confused blur.

So next time someone suggests a day out among animals, it might be wiser to resist the lure of distant exotics and look for something nearer home. Just how far is "near" must depend on the age of the children and the quality of the roads; but anything over 50 miles needs serious thought and sound planning if it is to have any hope of success; the more the larger numbers of children are concerned, the more serious the planning.

This does not necessarily mean that days out among the birds and beasts have to be abandoned. There are many small zoos and safari parks where the facilities are better than in larger ones, and where the staff are capable of serving an educational purpose as well as the more generous charms of the large establishments. It is imagination and the quality of the planning that matters most.

One zoo where this is particularly well understood is Pan's Garden, headquarters of the National Zoological Society at Ashover, near Chesterfield. It is the only zoo in Britain run specifically as a teaching institution and there is a standing invitation to interested teachers to visit it. Moreover, there is a lecture service, talks can be illustrated with live specimens and courses tailored to suit individual requirements.

Among the more traditional zoos is one owned by an educational body, the Paignton Zoological and Botanical Garden, Devonshire. This was originally the private collection of Herbert Whitley, who bequeathed the whole thing to an educational trust set up on his death 20 years ago. With the single exception of the London Zoo, this offers the most varied collection of animals in the country. There is also a notable aviary and a fine collection of shrubs and trees. School parties are admitted at privileged rates. Lectures and demonstrations can be arranged and there is a variety of educational aids available for schools.

It is unnecessary to tell Londoners about the London Zoo, but teachers might be surprised to discover the variety of educational activities offered there and at Wilpden Park, near Cambridge. Incidentally, of the Mountain wild horse, last of their kind, the London Zoo has recently opened a teacher study centre and there is a team of people ready to introduce biology to pupils in as much depth as their ages call for.

The London Zoological Society's Ornithological Club is also a possibility. This is a society open to all and its members are encouraged to take an interest in bird watching. It is something of a paradox that the English, and it is not only the English, are not more interested in the birds and

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Saving the centres

Neil Munro on future plans for Scotland

One can reasonably adapt the old adage about Ireland and England on opportunity and calamity to the present atmosphere of retrenchment in the public services. Cuts have concentrated minds wonderfully. Some essential thinking that would not get done in times of plenty is now being done, prompted by the problems but reaching imaginatively towards solutions.

Outdoor centres in Scotland are no exception. Expenditure cuts are forcing them to turn from that source of income, local education authorities, on which they have over-relied in the past. It will be some irony if the uncertain future facing these centres leads them on to such financial ground.

The centres number around 50 in Scotland and are all either privately owned, run by trusts, or in the hands of Government and local authority. They have been in the economic doldrums for well over a year now, mainly the private ones which have an "open" market, because of the withdrawal of local authority support. The Loch Eil centre, near Fort William, run by the Duvulverton Trust, was particularly worried at the decision of Strathclyde not to sponsor any more school trips there. The centre was specially built after the Second World War to bring boys from the crowded Glasgow slums into fresh country air.

Now the centre is hoping for a new lease of life by strengthening relations with industrial apprentices. It must also benefit from the closure of the only Outward Bound Trust establishment in Scotland, the Moray sea school, which amalgamated with Loch Eil towards the end of last year. And within the past year two centres have closed—Rannach, which was run by Stirling university, and the Summer Isles adventure school in Wester Ross.

It was only at the beginning of last December that the Duvulverton Trust's training schooner, the Captain Scott, came back into use after a whole year of inactivity at Buckie Harbour in the north of Scotland. She is now on temporary loan to the Americans taking 35 senior boys on sail-training and educational cruises in the western Mediterranean.

After much agonizing, during which it was variously suggested that the vessel might be used to guide tourists through the Caledonian Canal and perhaps give Northern Ireland youngsters a holiday cruise, the Duvulverton Trust hopes to come to a permanent arrangement with Oceanic of New York whereby the Americans will have the schooner for eight months of the year for the benefit of her own youngsters and that she will sail with British boys for three months. Ownership will remain British but the Americans will manage and maintain her.

It is at this point that the commercial opportunities of the centres began to be considered, particularly by the Scottish Tourist Board in whose Edinburgh offices a meeting of interested parties took place last November. A working party was set up and has met twice. It includes representatives of the Board, the Scottish Sports Council, the Loch Eil sailing school, the Loch Eil centre, the National Association for Outdoor Education, the Scottish Education Department, and the Scottish Youth Hostels Association.

Mr. Phillipa Taylor, chief executive of the Scottish Tourist Board, who sets out on a tour of some of the centres in March, believes that the situation, although serious, is an opportunity to take tourists to centres well placed to introduce people to the variety and grandeur of Scotland. It fits in, too, with the STB's strategy of spreading tourism throughout Scotland and throughout the year.

The working party has already agreed on publicity and promotion in Northern Europe and the United States, where the great majority of visitors to Scotland come from. Following their second meeting at the end of January, the working group agreed to the compilation of a comprehensive directory of activity centres, a new-sheet to be distributed by the British Tourist Authority and the use of the STB's book-ahead scheme for some of the centres.

Mr Taylor believes there is a lot

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continued on page 46

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The Comptroller,
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Madden Bradley 551.
30 April 1977



This is Wilkins of 30—we were wondering if you had the courage to put your head in his mouth.

continued from opposite page

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There are horse trials, stables and kennels open to view at Badminton House, near Chipping Sodbury, and anybody taking a project touching on undomesticated cattle could usefully visit or make contact with the Chillingham Wild Cattle Association, Chillingham Park, Alnwick, Northumberland. The association protects (but does not interfere with) the last herd of such beasts to be found anywhere, so far as is known. Chillingham Park has been their stamping ground for 700 years.

In a short article it is quite impossible to do more than indicate a few of the many outstanding opportunities for viewing other forms of life. Collecting details can be a laborious business, but teachers who obtain Aides can circumvent some of the trouble; not all, alas, since the book has no index of specific exhibits.

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Flying high

G. H. Williamson on visiting historic aircraft collections

It was raining as we approached, but this did nothing to damp the excited chatter. "Look! It's a Lancaster." "What's that?" said the voices as the knowledgeable identified some aircraft standing in the open. On arrival, we found what a pupil later described as "Biggles" type airfield—all gray with a single runway and a group of not very large hangars and offices.

The collection aims to restore its aircraft to their original condition and, on being taken among the aeroplanes closely packed in the hangars, we were impressed by the immaculate appearance of the fully restored machines. Our guide took us round all the aircraft, commenting on each, and soon had his audience reconquering wood, metal or fabric surfaces, tricycle undercarriages, rigging wires and other features.

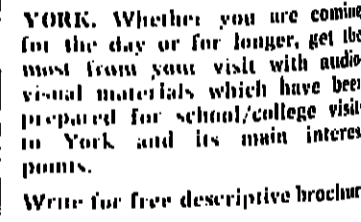
Before the excursion we had wondered if a whole class for a day, but the excitement the pupils felt shown on first seeing the aeroplanes never left them. The only other major collection of historic aircraft in Scotland is at the Royal Scottish Museum, on a site at East Fortune Airfield, just off the A1 road north east of Edinburgh. As it is only 16 miles from our school (about a third the distance of Strathallan) we decided to visit it, initially with pupils who had been to Strathallan. With so much less travelling time East Fortune visits were for a half day and, as the school minibuses were used for transport, a half class was taken each time.

East Fortune Airfield is now only an emergency landing ground but was used in both wars and has its own niche in aviation history. In place of the ship 31 set out for the first double crossing of the Atlantic. The collection is in a Second World War hangar. As the East Fortune collection is not of flyable aircraft we wondered if the pupils would regard it as a let-down. Strathallan, our first port of call, was groundless. Some even said they preferred East Fortune as it "you can poke about the aeroplanes more", but in general they did not make comparisons. There is an autogyro and a helicopter. Prewar aircraft include a Dragon Rapide and a BA Swallow, postwar a Meteor, a Sea Hawk, Sea Vampire and Sea Venom. A Spitfire and ME163 represent the war years. Rockets on show include a Blue Streak, Black Knight and Black Arrow.

historic aircraft in Britain and probably most schools could find use near enough for a one-day visit. The Imperial War Museum (Lethbridge Road, London SE3 6LZ), the Royal Air Force Museum (Hendon Road, London NW9 5LL) and the Science Museum (Exhibition Road, London SW7 2DD) have fine collections. An aircraft section can be found at Bedford Aerodrome, Bedford, where the Imperial War Museum has a museum, or at the Shuttleworth Collection (The Aerodrome, Old Warden, Biggleswade). Other locations include Bristol, Turin, Southampton, Cheltenham, St Albans and Newington, near Rochester.

Our experience has been that collections of old aircraft are good places for school visits. Although not an essential part of our curriculum (and probably none worse for that, though we did our first trip "on excursion to visit Strathallan Aircraft Collection and observe geographical features on a rain-downfall. Our contact with the school, nevertheless, our main justification is that it has, then out, widens their horizons and they enjoy it.

G. H. Williamson is principal teacher of Geography at Dulwich High School, Dulwich, Middlesex.



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Reduced prices for full-time students and school parties 50p each. Ring Box Office for details.

There is So Much To See, Discuss, Study and Enjoy at PENSHURST PLACE Tonbridge Kent

(only 36 miles from London)
Large Medieval Hall built in Edward III's reign
Famous Great Hall with Central Hearth, Minstrel's Gallery, Annexe
State Dining Room Set Ready for a Grand Formal Dinner
Other State Rooms with Historic Portals and Rare Furniture
Two Moslems' Specialty Dishes, full of Our Ancestors' Playthings
Acres of Luscious Gardens, inset with Tudor Privy Gardens
Stables of Rare Sheep with their Lambs
Self-service Refreshment
N.B. A leisure hour including children's program and nature trail will be offered in party numbers from 11.30 hours on days when the house is open. Further details on request. Ring 0432 5077 for Special Party Rates.
Planning 10.30 Green at Peshurst 307 for Special Party Rates.

BOROUGH OF HARINGEY EDUCATION SERVICE

HEAD TEACHERS

- required for September, 1977:
- (I) Belmont JM School, Rusper Road, N22 6RA. (Group 8)
 - (II) Noel Park Infants School, Gladstone Avenue, N22 6LH (Group 6).
 - (III) Coleridge Infants School, Crescent Road, N8 8AT. (Group 4).
- The first two posts arise from the retirement of the present head teachers, and the last post from the promotion of the head teacher to a large primary school in the Borough.
- London Allowance £402 payable.
Removal expenses—100% allowed.
- Application forms (s.e.c.) may be obtained from the Chief Education Officer, Education Offices, Somerset Road, N17, to whom the forms should be returned by 18th March, 1977.

WALSALL METROPOLITAN BOROUGH Education Committee

Pinfold Street J.M. & I. School
Pinfold Street, Darlaston.
Group 5 339 pupils

Applications are invited from suitably qualified and experienced candidates for the post of

Head Teacher

(Salary £5,184-£5,808 + £312)

The vacancy arises due to the retirement of the present holder and the post will be tenable from 1st September, 1977.

Application forms and further particulars obtainable from the Director of Education, Civic Centre, Darwall Street, Walsall, WS1 1DC, to whom they should be returned by Monday, 21st March, 1977.

Woodsale County Primary School, Woodside Avenue, Little Thurrock, Grays (Roll 428) Group 6

HEAD for this Infant Mixed and Infants School with effect from 1 September, 1977.

Castle Point & Rochford Area—Re-advertisement Thundersley County Infants School, Dark Lane, Thundersley, Basildon (Roll 200) Group 4

HEAD for this Infants School with effect from 1 September, 1977.

For both these posts previous applicants need not re-apply as their applications will receive consideration.

Southeast Area Bournemouth Park County Infants School, Bournemouth Park Road, Southend-on-Sea (Roll 201) Group 5

HEAD for this Infants School with effect from 1 September, 1977.

Closing date 25 March, 1977.

Application forms and further details of these posts may be obtained from the County Education Officer, P.O. Box 47, Market Road, Chelmsford.



Essex County Council

PRIMARY HEADSHIPS continued from page 34

HERTFORDSHIRE

Applications are invited from suitably qualified and experienced candidates for the post of HEAD TEACHER for the following schools:

(I) BELMONT J.M. SCHOOL, Rusper Road, N22 6RA. (Group 8)
(II) NOEL PARK INFANTS SCHOOL, Gladstone Avenue, N22 6LH. (Group 6)
(III) COLERIDGE INFANTS SCHOOL, Crescent Road, N8 8AT. (Group 4)

The first two posts arise from the retirement of the present head teachers, and the last post from the promotion of the head teacher to a large primary school in the Borough.

London Allowance £402 payable.
Removal expenses—100% allowed.

Application forms (s.e.c.) may be obtained from the Chief Education Officer, Education Offices, Somerset Road, N17, to whom the forms should be returned by 18th March, 1977.

KENT COUNTY COUNCIL EDUCATION DEPARTMENT GRAVESEND DIVISION

Appointment of HEAD TEACHER (MANAGING) STANLEY ROAD (Roll 178) (Group 4) (Roll 178)

Appointment to take effect from September 1, 1977.

Application forms and further particulars obtainable from the Director of Education, Civic Centre, Darwall Street, Walsall, WS1 1DC, to whom they should be returned by Monday, 21st March, 1977.

LINCOLNSHIRE

WALTON JUNIOR SCHOOL, Walton, Lincolnshire

HEAD for this Infants School with effect from 1 September, 1977.

Application forms and further particulars obtainable from the Director of Education, Civic Centre, Darwall Street, Walsall, WS1 1DC, to whom they should be returned by Monday, 21st March, 1977.

LIVERPOOL

Applications are invited for the following posts required for September 1977:

HEAD TEACHER for the following schools:

Salop County Council Whitechurch C.E. (Cont.) Junior School

Headship Group 6

Application forms and further details (send S.A.E.) from: County Education Officer, Shirehall, Abbey Foregate, Shrewsbury SY2 6ND to whom they should be returned by 14th March, 1977

County Council of Salop

Shropshire Education Committee

Crowmoor County Primary School, Shrewsbury

Headship (Group 6)

Application forms and further details (send S.A.E.) from: County Education Officer, Shirehall, Abbey Foregate, Shrewsbury, SY2 6ND. to whom they should be returned by 22nd March, 1977.

Salop County Council

Education

Headteacher LAMBLEY PRIMARY SCHOOL, Lambley, Nottinghamshire

Qualified teachers are invited to apply for appointment as Headteacher of the above school.
Number on roll: 97
Salary Group: 3
Vacant: 1st September, 1977

Application forms and further details may be obtained by forwarding a stamped addressed envelope to the Director of Education, County Hall, West Bridgford, Nottingham, NG2 7QP.

Nottinghamshire County Council

BOROUGH OF HARINGEY Education Service

HEADTEACHER GROUP 5

Required September, 1977

Applications are invited from suitably qualified and experienced teachers for the post of Headteacher of Ferry Lane Primary School, Ferry Lane Estate, Tottenham, N17. The school which is nearing completion, is a purpose built joint Primary School and Community Centre.

Salop County Council Whitechurch C.E. (Cont.) Junior School

Headship Group 6

Application forms and further details (send S.A.E.) from: County Education Officer, Shirehall, Abbey Foregate, Shrewsbury SY2 6ND to whom they should be returned by 14th March, 1977

County Council of Salop

Shropshire Education Committee

Crowmoor County Primary School, Shrewsbury

Headship (Group 6)

Application forms and further details (send S.A.E.) from: County Education Officer, Shirehall, Abbey Foregate, Shrewsbury, SY2 6ND. to whom they should be returned by 22nd March, 1977.

Salop County Council

Education

Headteacher LAMBLEY PRIMARY SCHOOL, Lambley, Nottinghamshire

Qualified teachers are invited to apply for appointment as Headteacher of the above school.
Number on roll: 97
Salary Group: 3
Vacant: 1st September, 1977

Application forms and further details may be obtained by forwarding a stamped addressed envelope to the Director of Education, County Hall, West Bridgford, Nottingham, NG2 7QP.

Nottinghamshire County Council

BOROUGH OF HARINGEY Education Service

HEADTEACHER GROUP 5

Required September, 1977

Applications are invited from suitably qualified and experienced teachers for the post of Headteacher of Ferry Lane Primary School, Ferry Lane Estate, Tottenham, N17. The school which is nearing completion, is a purpose built joint Primary School and Community Centre.

PRIMARY continued Deputy Headships Senior Masters/Mistresses

BKRSKSHIRE LEITCHFIELD C.C. (AIDED) WIMBORNE JUNIOR SCHOOL

CLEVEDON COUNTY COUNCIL PRIMARY SCHOOLS VOLUNTARY PRIMARY DEPUTY HEADSHIP

DEVON CANALS HEAD PRIMARY SCHOOL DEPUTY HEADSHIP

DEVON NORWOOD BISHOP C. OF H. PRIMARY SCHOOL

EAST SUSSEX (LONDON) AREA SOUTHSEA ROAD SECOND MASTER/MISTRESS

GATSFIELD METROPOLITAN BOROUGH GATSFIELD PRIMARY SCHOOL

HAWKESLEY ANGLICAN/METHODIST CHURCH JUNIOR SCHOOL

DEPUTY HEAD TEACHER In this new Group 5 School from September 1, 1977

BIRMINGHAM CITY COUNCIL DEPUTY HEAD TEACHER

Other Posts on Scale 2 and above

HEATFORDSHIRE COUNTY COUNCIL ST. ALPHONS DIVISION

HERTFORDSHIRE COUNTY COUNCIL BIRMINGHAM DIVISION

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KIRKLEES METROPOLITAN COUNCIL BRIDLEBONE INFANTS SCHOOL

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BERKSHIRE ROYAL FREE C.E. (AIDED) JUNIOR SCHOOL

BERKSHIRE ROYAL FREE C.E. (AIDED) JUNIOR SCHOOL

BERKSHIRE ROYAL FREE C.E. (AIDED) JUNIOR SCHOOL

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BERKSHIRE ROYAL FREE C.E. (AIDED) JUNIOR SCHOOL

WOLVERHAMPTON BOROUGH EDUCATION COMMITTEE

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WOLVERHAMPTON BOROUGH EDUCATION COMMITTEE

Educational Appointments

Male or female required for the following posts: Unless otherwise stated application forms and further details are obtainable from and returnable to the Education Officer, 50 Huddersfield Road, Barnsley, by the 10th March (s.a.s. please).

- HOYLAND MARKET STREET JUNIOR SCHOOL, Markel Street, Hoyland, Barnsley. Required for September or earlier. Headteacher—Group 5 at the following Schools: HOYLAND MARKET STREET JUNIOR SCHOOL, Markel Street, Hoyland, Barnsley. Required for September 1977. Headteacher—Group 4S. THE GABLES SPECIAL SCHOOL (E.S.N.) (S) Summer Lane, Wombwell, Barnsley. The school caters for children aged 5 to 16 years and has a Special Care Unit.

- MILEFIELD MIDDLE SCHOOL, Engne Lane, Grimehorpe, Barnsley. Headteacher T. Gannon, O.B.E. Required for September. Deputy Head Teacher (Group 6) With Middle School experience for this purpose-built Middle School now in its ninth year. WOMBWELL HIGH SCHOOL, Roebuck Street, Wombwell, Barnsley (Mixed Comprehensive 11-18 years—1,400 pupils). Headteacher F. Lane, M.Sc. Required for September. Teacher of Science (Scale 1) Mainly for Teaching within the lower school. Application forms obtainable from and returnable to the Headteacher (s.a.s. please).

BARNSELY Metropolitan Borough. Middle School Education. Headships. BRADFORD (City of) METROPOLITAN COUNCIL WHEATLEY MIDDLE SCHOOL. Other Posts on Scale 2 and above. HARROW Education. HARDWICK MIDDLE SCHOOL, Bury St. Edmunds. Head of English and Drama (Scale 3). Head of Physical Education (Scale 2). Teacher of French (Scale 1). Teacher of General Subjects (with some Music) (Scale 1). Domestic Subjects. Scale 1 Posts.

HOUNSLOW (London Borough of) EDUCATION COMMITTEE Education Department, The Civic Centre, Lampton Road, Hounslow, TW3 4DN. BRENTFORD SCHOOL FOR GIRLS. Clifden Road, Brentford, TW8 0PG. Required for September 1977. HEAD TEACHER Brentford School for Girls (Group 11) has 1,087 girls on roll of all abilities. The School was formed in 1980 when secondary education in the Borough was re-organised on comprehensive lines. The vacancy arises on the retirement of Mrs B. F. Smyth who has been Head since 1988. Further particulars and application forms from The Director of Education, Civic Centre, Lampton Road, Hounslow, TW3 4DN (stamped, addressed foolscap envelope please). LONDON ALLOWANCE £297 PAYABLE CLOSING DATE FOR APPLICATIONS: MONDAY, 14 MARCH, 1977. The Education Committee has power to consider applications from experienced teachers for assistance towards removal, disturbance or relocation expenses.

Headship The Headship of this School becomes vacant at Easter on the retirement of the present Head. Roll 1,266. Burnham Group 11 salary, £7,944 to £8,568, plus London Allowance, plus supplement as appropriate. Please send self-addressed foolscap envelope for application form and further particulars to the Education Officer, EO/TS10, County Hall, SE1 7PB. Closing date for return of completed application forms 25 March.

COUNTY OF SOUTH GLAMORGAN HEADTEACHER: GROUP 13 (present roll, 1,861 pupils) Bryn Hafren Girls' Comprehensive School, Barry Applications are invited from suitably qualified and experienced teachers for the headship of this girls' comprehensive school, which falls vacant on September 1, 1977, due to the retirement of the present head teacher. This is a re-advertisement. Application forms and further particulars may be obtained, on receipt of a stamped addressed foolscap envelope, from the undersigned, to whom completed forms should be returned within 14 days of the appearance of this advertisement. F. J. Adams, Director of Education, Education Offices, Kingsway, Cardiff.

ST. ALBAN'S C.E. (AIDED) SCHOOL Angellina Street B12 0UU. HEADSHIP Group 8 (Roll 196 (mixed)) Applications are invited from suitably qualified teachers for the post of HEADTEACHER of this Church of England Aided Comprehensive School. It is an ideal post for a pioneer in an inner ring area with a mixed racial community. Application forms and further details may be obtained from the Secretary at the school. The application forms must be returned to the Chairman of the Governors, St. Alban's Clergy House, Stanhope Street, Birmingham B12 0XB, by March 16th. There is a scheme for assistance with removal expenses

BIRMINGHAM CITY COUNCIL Metropolitan Borough of Rochdale Secondary School Headship Broudfield Upper School (Group 9) Applications are invited from suitably qualified and experienced teachers for the headship of 13-16 Upper School which is to be established within existing premises. The school will ultimately have approximately 600 pupils on Roll. Further details and application forms are available from the Chief Education Officer, Education Department, Municipal Buildings, Manchester, Old Road, Middleton, Manchester M24 4EA. To whom they should be returned by Monday, March 21, 1977.

MIDDLE continued Physical Education Scale 1 Posts DRVEN TIVINGTON LEAMING MIDDLE SCHOOL (Roll 250) Applications are invited from suitably qualified persons for the post of ASSISTANT PHYSICAL EDUCATION OFFICER. The successful applicant will be expected to take up the appointment in September 1977. Application forms and further details may be obtained from the Director of Education, Civic Centre, Lampton Road, Hounslow, TW3 4DN (stamped, addressed foolscap envelope please).

Other Posts on Scale 2 and above EATING (London Borough of) Applications are invited from suitably qualified persons for the post of ASSISTANT PHYSICAL EDUCATION OFFICER. The successful applicant will be expected to take up the appointment in September 1977. Application forms and further details may be obtained from the Director of Education, Civic Centre, Lampton Road, Hounslow, TW3 4DN (stamped, addressed foolscap envelope please).

Other than by Subject Classification Heads of Department BRADFORD (City of) Applications are invited from suitably qualified persons for the post of ASSISTANT PHYSICAL EDUCATION OFFICER. The successful applicant will be expected to take up the appointment in September 1977. Application forms and further details may be obtained from the Director of Education, Civic Centre, Lampton Road, Hounslow, TW3 4DN (stamped, addressed foolscap envelope please).

LONDON BOROUGH OF SUTTON Carshalton High School for Girls (West Street, Carshalton) Headteacher Group II Applications are invited for the post of Headteacher of this 9 f.e. school which has 1,026 girls aged 11-18 on roll. Vacancy due to retirement. Further particulars and application form from Director of Education, The Grove, Carshalton, Surrey SM5 3AL. Closing date 24th March, 1977.

Metropolitan Borough of Rochdale Secondary School Headship Broudfield Upper School (Group 9) Applications are invited from suitably qualified and experienced teachers for the headship of 13-16 Upper School which is to be established within existing premises. The school will ultimately have approximately 600 pupils on Roll. Further details and application forms are available from the Chief Education Officer, Education Department, Municipal Buildings, Manchester, Old Road, Middleton, Manchester M24 4EA. To whom they should be returned by Monday, March 21, 1977.

Secondary Education Headships BRADFORD (City of) Applications are invited from suitably qualified persons for the post of ASSISTANT PHYSICAL EDUCATION OFFICER. The successful applicant will be expected to take up the appointment in September 1977. Application forms and further details may be obtained from the Director of Education, Civic Centre, Lampton Road, Hounslow, TW3 4DN (stamped, addressed foolscap envelope please).

Other Posts on Scale 2 and above EATING (London Borough of) Applications are invited from suitably qualified persons for the post of ASSISTANT PHYSICAL EDUCATION OFFICER. The successful applicant will be expected to take up the appointment in September 1977. Application forms and further details may be obtained from the Director of Education, Civic Centre, Lampton Road, Hounslow, TW3 4DN (stamped, addressed foolscap envelope please).

LONDON BOROUGH OF BRENT EDUCATION COMMITTEE Alperton High (mixed) School Stanley Avenue, Wembley HA0 4JE (Roll 1,560, 11-18) Qualified and experienced teachers are invited to apply for the HEADSHIP of this mixed comprehensive school (Group 12). It offers an excellent opportunity for an enthusiastic teacher who welcomes the challenge of a multi-racial school of high expectation. Vacancy due to retirement. London Allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses including legal fees etc., travelling and lodging allowances. Application form with further details (s.a.s.) available from the Director of Education, P.O. Box 1, Chesterfield House, 9 Park Lane, Wembley HA9 7RW should be returned by 18 March.

Cheshire Crewe & Nantwich Districts Crewe Ludford (Proposed) Comprehensive Ludford Street, Crewe (Group 10) Head Teacher Applications are invited from suitably qualified and experienced teachers for the Headship of the above developing community school. The existing Ludford School will take in a first year comprehensive intake in September 1978 and develop into a 6 form entry 11-18 mixed comprehensive school. A Sixth Form will be created by joint provision with another comprehensive school in the North of Crewe to which teaching staff from both schools will contribute. It is hoped that the successful applicant will take up the post as Head Designate one year before the year of re-organisation. The development of the school is an integral part of the Crewe Central Area Project, presently being conducted in joint action, by the Department of Education and Science, Cheshire County Council and the Crewe and Nantwich Borough Council. The school is being adapted and extended within a policy of urban renewal in order to provide a range of community facilities. Application forms (send s.a.s.) and further particulars of this challenging post may be obtained from the District Education Officer, Delemere House, Delemere Street, Crewe, to whom they should be returned by Monday, 14th March, 1977.

Metropolitan Borough of Rochdale Secondary School Headship Broudfield Upper School (Group 9) Applications are invited from suitably qualified and experienced teachers for the headship of 13-16 Upper School which is to be established within existing premises. The school will ultimately have approximately 600 pupils on Roll. Further details and application forms are available from the Chief Education Officer, Education Department, Municipal Buildings, Manchester, Old Road, Middleton, Manchester M24 4EA. To whom they should be returned by Monday, March 21, 1977.

KNOWSLEY Applications are invited for the post of HEAD of the newly formed secondary school, the school will be situated in a quiet residential area of the town. The school will be a 6 form entry 11-18 mixed comprehensive school. The successful applicant will be expected to take up the appointment in September 1977. Application forms and further details may be obtained from the Director of Education, Civic Centre, Lampton Road, Hounslow, TW3 4DN (stamped, addressed foolscap envelope please).

LIVERPOOL Applications are invited for the post of HEAD of the newly formed secondary school, the school will be situated in a quiet residential area of the town. The school will be a 6 form entry 11-18 mixed comprehensive school. The successful applicant will be expected to take up the appointment in September 1977. Application forms and further details may be obtained from the Director of Education, Civic Centre, Lampton Road, Hounslow, TW3 4DN (stamped, addressed foolscap envelope please).

WARWICK BOYS' HIGH SCHOOL Headmaster: Mr. C. N. Ruff Barrett Road, London, E.17 3ND Deputy Head plus £312 allowance for salary purposes Applications are invited for September, 1977 from experienced teachers for the Deputy Headship of this Boys' Comprehensive High School, 500 on roll (11-14 years age range). Closing date for applications 18th March, 1977. Application forms and further details obtainable on receipt of s.a.s. from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London, E.10 5JL.

NORFOLK COUNTY COUNCIL Education Department Required for September 1977 HEAD for SHERINGHAM SECONDARY SCHOOL Group 8, Roll 499. Application forms and further details may only be obtained by sending a stamped, addressed foolscap envelope to the County Education Officer, County Hall, Northcote Lane, Norwich, NR1 2DL, to whom completed forms should be returned by 22nd March, 1977. Required for September, 1977. DEPUTY HEAD for GREAT YARMOUTH GRAMMAR SCHOOL Salisbury Road, Gt. Yarmouth, NR30 4LS. Group 10, Roll 72h. Full particulars and application forms may only be obtained by sending a stamped, addressed foolscap envelope to the Head at the school, to whom completed forms should be returned by 18th March, 1977. Required for September, 1977. THORPE ST. ANDREW SCHOOL Thorpe, Norwich HEAD OF LOWER SCHOOL (Deputy Head Group 13) To take delegated control of all aspects of the Lower School (Years 1-3) including the management of the site. The new all-ability school will be formed in September by the amalgamation of two schools on the same large campus. Application forms and further details from the Headmaster, Thorpe St Andrew, Norwich.

Metropolitan Borough of Rochdale Secondary School Headship Broudfield Upper School (Group 9) Applications are invited from suitably qualified and experienced teachers for the headship of 13-16 Upper School which is to be established within existing premises. The school will ultimately have approximately 600 pupils on Roll. Further details and application forms are available from the Chief Education Officer, Education Department, Municipal Buildings, Manchester, Old Road, Middleton, Manchester M24 4EA. To whom they should be returned by Monday, March 21, 1977.

DEPUTY HEADSHIPS Senior Masters/Mistresses BROMLEY Applications are invited for the post of DEPUTY HEAD of the newly formed secondary school, the school will be situated in a quiet residential area of the town. The school will be a 6 form entry 11-18 mixed comprehensive school. The successful applicant will be expected to take up the appointment in September 1977. Application forms and further details may be obtained from the Director of Education, Civic Centre, Lampton Road, Hounslow, TW3 4DN (stamped, addressed foolscap envelope please).

LIVERPOOL Applications are invited for the post of HEAD of the newly formed secondary school, the school will be situated in a quiet residential area of the town. The school will be a 6 form entry 11-18 mixed comprehensive school. The successful applicant will be expected to take up the appointment in September 1977. Application forms and further details may be obtained from the Director of Education, Civic Centre, Lampton Road, Hounslow, TW3 4DN (stamped, addressed foolscap envelope please).

WARWICK BOYS' HIGH SCHOOL Headmaster: Mr. C. N. Ruff Barrett Road, London, E.17 3ND Deputy Head plus £312 allowance for salary purposes Applications are invited for September, 1977 from experienced teachers for the Deputy Headship of this Boys' Comprehensive High School, 500 on roll (11-14 years age range). Closing date for applications 18th March, 1977. Application forms and further details obtainable on receipt of s.a.s. from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London, E.10 5JL.

NORFOLK COUNTY COUNCIL Education Department Required for September 1977 HEAD for SHERINGHAM SECONDARY SCHOOL Group 8, Roll 499. Application forms and further details may only be obtained by sending a stamped, addressed foolscap envelope to the County Education Officer, County Hall, Northcote Lane, Norwich, NR1 2DL, to whom completed forms should be returned by 22nd March, 1977. Required for September, 1977. DEPUTY HEAD for GREAT YARMOUTH GRAMMAR SCHOOL Salisbury Road, Gt. Yarmouth, NR30 4LS. Group 10, Roll 72h. Full particulars and application forms may only be obtained by sending a stamped, addressed foolscap envelope to the Head at the school, to whom completed forms should be returned by 18th March, 1977. Required for September, 1977. THORPE ST. ANDREW SCHOOL Thorpe, Norwich HEAD OF LOWER SCHOOL (Deputy Head Group 13) To take delegated control of all aspects of the Lower School (Years 1-3) including the management of the site. The new all-ability school will be formed in September by the amalgamation of two schools on the same large campus. Application forms and further details from the Headmaster, Thorpe St Andrew, Norwich.

Metropolitan Borough of Rochdale Secondary School Headship Broudfield Upper School (Group 9) Applications are invited from suitably qualified and experienced teachers for the headship of 13-16 Upper School which is to be established within existing premises. The school will ultimately have approximately 600 pupils on Roll. Further details and application forms are available from the Chief Education Officer, Education Department, Municipal Buildings, Manchester, Old Road, Middleton, Manchester M24 4EA. To whom they should be returned by Monday, March 21, 1977.

BISHOP RAMSEY CHURCH OF ENGLAND COMPREHENSIVE SCHOOL—GROUP XI (Headmaster Designate: Mr. John Cule, B.A.) Applications are invited for the following post: A DEPUTY HEAD TEACHER The governors are looking for an experienced teacher, preferably a communicant member of the Church of England, to form part of the senior management team and specially to act as: HEAD OF UPPER SCHOOL The school will begin its life on 1 September, 1977, from which date the appointment will take effect. Forms of application and further particulars are obtainable from: The Director of Education, Civic Centre, Uxbridge, Middlesex UB8 3LW, and should be returned to: The Chairman of Governors, The Reverend K. F. Toovey, St. Martin's Vicarage, 53 Stry St, Uxbridge, HA4 7SX. Closing date for applications—15 March, 1977. Previous applicants are invited to re-apply. London Allowance Payable.

ILLINGDON 75 per cent removal expenses and some assistance in appropriate cases. 'The Woodlands Boys' Comprehensive School (1,610 on roll) Required September 1977 Deputy Head Group 12 The school is well structured, possesses a physical house system and is genuinely unstreamed. Application forms and further particulars from the Headmaster at the school, Broad Lane, Coventry CV5 7PJ. Closing date 14 days after appearance of advertisement.

COVENTRY Education Committee WINCHMORE SCHOOL Laburnum Grove, Winchmore Hill, London N21 3HS (Mixed Comprehensive, roll 1,400) SECOND MASTER/MISTRESS (Group 11) Applications are invited for this key post which will be vacant from September 1, 1977, due to the retirement of the present holder. London allowance payable, £287 per annum. Temporary housing (up to two years), 100 per cent removal expenses (£400 maximum), relocation costs and lodging allowance where appropriate. Application forms and further details from the Headmaster (stamped addressed envelope), to whom they should be returned by March 18 1977.

LONDON BOROUGH OF ENFIELD Education Committee WINCHMORE SCHOOL Laburnum Grove, Winchmore Hill, London N21 3HS (Mixed Comprehensive, roll 1,400) SECOND MASTER/MISTRESS (Group 11) Applications are invited for this key post which will be vacant from September 1, 1977, due to the retirement of the present holder. London allowance payable, £287 per annum. Temporary housing (up to two years), 100 per cent removal expenses (£400 maximum), relocation costs and lodging allowance where appropriate. Application forms and further details from the Headmaster (stamped addressed envelope), to whom they should be returned by March 18 1977.

KENT County Council Education Department SWALE DIVISION South High School, Sittingbourne (New School opening September, 1977). Estimated roll 160 1st year only. Coeducational. Applications are invited from staff to cover between the following subjects: English Mathematics French General Science History Geography Physical Education Art and Craft Some above scale posts will be available according to qualifications and experience. Application forms and further details (s.a.s. please) from the Headmaster c/o Divisional Education Office, Ave. of Remembrance, Sittingbourne, Kent ME10 4DD.

HAMPSHIRE

BISHOP CHALLONER SCHOOL
ST. MICHAEL'S ROAD, BASHINGSTOKE
Required for September, 1977, at this developing Catholic Aided Comprehensive School (11-16 mixed), newly opened in 1975 with final year of intake 1979.

SECOND MISTRESS/MASTER
(Group 9) to join Senior Management team. Responsibilities will include GIRLS' WELFARE.

HEAD OF SCIENCE DEPARTMENT
(Initially Scale 3)

HEAD OF MODERN LANGUAGES DEPARTMENT
(Initially Scale 3) capable of introducing GERMAN to 'O' level. French already established. S.A.E. to Head for details.

CITY OF COVENTRY

September appointments at Comprehensive School
Lyng Hill Girls' Comprehensive School
Blackberry Lane (1,650 on roll)
1) MATHEMATICS (two posts) Scale 1 and Scale 2 for experience in SMP Mathematics.
2) ENGLISH to O and A levels. Scale 1.

Stoke Park Mixed Comprehensive School
Dane Road (860 on roll)
1) ENGLISH throughout school to A level. Subsidiary History or Latin useful but not essential. Scale 1
2) CHEMISTRY to O and A levels with some General Science in Lower School. Scale 1.

Woodway Park Mixed Comprehensive School
Woodway Lane (1,200 on roll) SPA
MODERN LANGUAGES (French, German, European Studies) Scale 2 for experienced candidate, but colleagues welcome to apply for Scale 1 post.

Bar's Hill Mixed Comprehensive School
Riford Road (840 on roll)
Formerly Girls' Grammar, admission entry in years 1 to 3 by September.

Geography to teach to A level. Latest in new syllabus developments and mixed ability work desirable. Opportunities for field work. Scale 2 for experienced candidate. Further details on request from School.

EASTERN appointments at
Bishop Athlone RC Mixed Comprehensive School
Lembours Avenue (1,470 on roll)
GENERAL SCIENCE, opportunity to teach some Chemistry and Biology. Scale 1
Closing date 10 days after appearance of advertisement. Convancing disqualifies.

Apply by letter giving full details (age, qualifications, profession) with names and address of two referees to the Headmaster of the School concerned, unless otherwise stated.

EDUCATION COMMITTEE
PWYLLGOR ADDYSG
(Rhanbarth Ceredigion)

YSGOL GYNNAD ABERAERON (Grwp 4)
ynghyd ag Adran Foddrin
Yn Eilau cerby Medd 1st, 1977 FRYDATHRO/FRIPATHI-RAWYD yn yr ysgol hon.

YSGOL GYFON PENWEDDIG, Aberystwyth (Grwp 8)
Penodol Ffrwyddi Cymryol ar 1st Medi, 1977.

(1) ATHRO/ATHRAYSF (dyddwr) CREFFZAU (Medd a Chrefftiau agallt), ac hefyd Mathemategydd f. dosbarthiadau (Medd a Chrefftiau agallt) yn yr ysgol hon.

(2) ATHRO/ATHRAYSF (dyddwr) MATHEMATIG, dyddwr ysgol yr ysgol newydd agallt, dyddwr ysgol yr ysgol hon.

(3) ATHRO/ATHRAYSF (dyddwr) MATHEMATIG, dyddwr ysgol yr ysgol hon.

ABERARON COMPREHENSIVE SCHOOL
(760 pupils, Group 10)
Required for 1st September, 1977:
AN ASSISTANT TEACHER OF MATHEMATICS to teach to C.S.E. and possibly 'O' level, and to assist with Junior Science. Scale 1 post.
Applications for the post should be made by letter, giving full details of qualifications, experience, etc., together with the names and addresses of two referees, and sent directly to the Headmaster, Aberarion Comprehensive School, Aberarion, Dyfed, by 25th March, 1977.
Convancing directly or indirectly will disqualify.
Henry D. Thomas, Director of Education, Education Department Headquarters, Pibwrtydy, Carmarthen, Dyfed, SA31 2JF.

SECONDARY Deputy Headships continued

POWYS COUNTY COUNCIL
LEWISTON COMPREHENSIVE
GANTWYLLON HIGH SCHOOL
Head, Lewiston, Powys.
(11-16 mixed, 1977)
Required for September, 1977, at this developing Catholic Aided Comprehensive School (11-16 mixed), newly opened in 1975 with final year of intake 1979.

SECOND MISTRESS/MASTER
(Group 9) to join Senior Management team. Responsibilities will include GIRLS' WELFARE.

HEAD OF SCIENCE DEPARTMENT
(Initially Scale 3)

HEAD OF MODERN LANGUAGES DEPARTMENT
(Initially Scale 3) capable of introducing GERMAN to 'O' level. French already established. S.A.E. to Head for details.

SOMERSET COUNTY COUNCIL
KING ALFRED COMPREHENSIVE
11th St. Bristol, 1.496; Group 11, 1.500; Group 12, 1.500.
Head, Somerset composite advertisement.

SOUTH TYNESIDE COUNTY COUNCIL
DEPARTMENT OF EDUCATION
DEPT. OF EDUCATION
DEPT. OF EDUCATION
DEPT. OF EDUCATION

SUFFOLK COUNTY COUNCIL
FALLINGBUSH HIGH SCHOOL,
11th St. Ipswich, Suffolk.
Headmaster, Mr. J. Boulton
DEPUTY HEAD/TEACHER
Required for September, 1977, at this developing Catholic Aided Comprehensive School (11-16 mixed), newly opened in 1975 with final year of intake 1979.

SURREY COUNTY COUNCIL
CARRINGTON HIGH SCHOOL,
11th St. Guildford, Surrey.
Headmaster, Mr. J. Boulton
DEPUTY HEAD/TEACHER
Required for September, 1977, at this developing Catholic Aided Comprehensive School (11-16 mixed), newly opened in 1975 with final year of intake 1979.

STOKE PARK MIXED COMPREHENSIVE SCHOOL
Dane Road (860 on roll)
1) ENGLISH throughout school to A level. Subsidiary History or Latin useful but not essential. Scale 1
2) CHEMISTRY to O and A levels with some General Science in Lower School. Scale 1.

WOODWAY PARK MIXED COMPREHENSIVE SCHOOL
Woodway Lane (1,200 on roll) SPA
MODERN LANGUAGES (French, German, European Studies) Scale 2 for experienced candidate, but colleagues welcome to apply for Scale 1 post.

BAR'S HILL MIXED COMPREHENSIVE SCHOOL
Riford Road (840 on roll)
Formerly Girls' Grammar, admission entry in years 1 to 3 by September.

GEOGRAPHY to teach to A level. Latest in new syllabus developments and mixed ability work desirable. Opportunities for field work. Scale 2 for experienced candidate. Further details on request from School.

EASTERN APPOINTMENTS AT
BISHOP ATHLONE RC MIXED COMPREHENSIVE SCHOOL
Lembours Avenue (1,470 on roll)
GENERAL SCIENCE, opportunity to teach some Chemistry and Biology. Scale 1
Closing date 10 days after appearance of advertisement. Convancing disqualifies.

APPLY BY LETTER GIVING FULL DETAILS (AGE, QUALIFICATIONS, PROFESSION) WITH NAMES AND ADDRESS OF TWO REFEREES TO THE HEADMASTER OF THE SCHOOL CONCERNED, UNLESS OTHERWISE STATED.

By Subject Classification

Art and Design
Heads of Department
CHANNEL ISLANDS
STATES OF JERSEY
EDUCATION COMMITTEE
ST. HILIER HALL SCHOOL
(11-16 mixed, 1977)
Required for September, 1977, at this developing Catholic Aided Comprehensive School (11-16 mixed), newly opened in 1975 with final year of intake 1979.

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SOUTH TYNESIDE COUNTY COUNCIL
DEPARTMENT OF EDUCATION
DEPT. OF EDUCATION
DEPT. OF EDUCATION
DEPT. OF EDUCATION

SUFFOLK COUNTY COUNCIL
FALLINGBUSH HIGH SCHOOL,
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SECONDARY Commercial Subjects continued

Scale 1 Posts
BEPORSHIRE
EDUCATION COMMITTEE
NORTHAMPTON COUNTY COUNCIL
NORTHAMPTON COUNTY COUNCIL
NORTHAMPTON COUNTY COUNCIL

SECOND MISTRESS/MASTER
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SOUTH TYNESIDE COUNTY COUNCIL
DEPARTMENT OF EDUCATION
DEPT. OF EDUCATION
DEPT. OF EDUCATION
DEPT. OF EDUCATION

SUFFOLK COUNTY COUNCIL
FALLINGBUSH HIGH SCHOOL,
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DEPUTY HEAD/TEACHER
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Scale 1 Posts

DERBYSHIRE
EDUCATION COMMITTEE
NORTHAMPTON COUNTY COUNCIL
NORTHAMPTON COUNTY COUNCIL
NORTHAMPTON COUNTY COUNCIL

SECOND MISTRESS/MASTER
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(Initially Scale 3)

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(Initially Scale 3) capable of introducing GERMAN to 'O' level. French already established. S.A.E. to Head for details.

SOMERSET COUNTY COUNCIL
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11th St. Bristol, 1.496; Group 11, 1.500; Group 12, 1.500.
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SOUTH TYNESIDE COUNTY COUNCIL
DEPARTMENT OF EDUCATION
DEPT. OF EDUCATION
DEPT. OF EDUCATION
DEPT. OF EDUCATION

SUFFOLK COUNTY COUNCIL
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Headmaster, Mr. J. Boulton
DEPUTY HEAD/TEACHER
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Scale 1 Posts

DERBYSHIRE
EDUCATION COMMITTEE
NORTHAMPTON COUNTY COUNCIL
NORTHAMPTON COUNTY COUNCIL
NORTHAMPTON COUNTY COUNCIL

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SOMERSET COUNTY COUNCIL
KING ALFRED COMPREHENSIVE
11th St. Bristol, 1.496; Group 11, 1.500; Group 12, 1.500.
Head, Somerset composite advertisement.

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DEPT. OF EDUCATION
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SUFFOLK COUNTY COUNCIL
FALLINGBUSH HIGH SCHOOL,
11th St. Ipswich, Suffolk.
Headmaster, Mr. J. Boulton
DEPUTY HEAD/TEACHER
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SURREY COUNTY COUNCIL
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EDUCATION COMMITTEE
PWYLLGOR ADDYSG
(Rhanbarth Ceredigion)
YSGOL GYNNAD ABERAERON (Grwp 4)
ynghyd ag Adran Foddrin
Yn Eilau cerby Medd 1st, 1977 FRYDATHRO/FRIPATHI-RAWYD yn yr ysgol hon.

Remedial Posts
Heads of Department
HILLINGDON
London Borough of Hillingdon
Headmaster, Mr. J. Boulton
DEPUTY HEAD/TEACHER
Required for September, 1977, at this developing Catholic Aided Comprehensive School (11-16 mixed), newly opened in 1975 with final year of intake 1979.

DERBYSHIRE
EDUCATION COMMITTEE
NORTHAMPTON COUNTY COUNCIL
NORTHAMPTON COUNTY COUNCIL
NORTHAMPTON COUNTY COUNCIL

Scale 1 Posts
DERBYSHIRE
EDUCATION COMMITTEE
NORTHAMPTON COUNTY COUNCIL
NORTHAMPTON COUNTY COUNCIL
NORTHAMPTON COUNTY COUNCIL

Scale 1 Posts
DERBYSHIRE
EDUCATION COMMITTEE
NORTHAMPTON COUNTY COUNCIL
NORTHAMPTON COUNTY COUNCIL
NORTHAMPTON COUNTY COUNCIL

LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
The following HEADS OF DEPARTMENT are required for September, 1977.
EDENHAM HIGH SCHOOL
Orchard Way, Shirley CR0 7NJ
HEAD OF HUMANITIES SCALE 4
HEAD OF MATHS SCALE 4
HEAD OF ENGLISH SCALE 4
HEAD OF SCIENCE SCALE 4
Edenham is a new 11-16 mixed comprehensive school with purpose-built accommodation. It will accept its first intake of 250 pupils in September, 1977, and increase over four years to its full size of 1,250 pupils and the successful applicants will therefore have the responsibility of creating and developing their Departments.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Head Teacher, c/o Manks Hill High School, Farmborough Avenue, South Croydon, CR2 8RD, by 23 March, 1977.

County of Cleveland SECONDARY SCHOOLS



Applications are invited from QUALIFIED TEACHERS for the following vacancies:

SCALE 3 SLOW LEARNING PUPILS Required for September, 1977, a TEACHER to organise the programme of work for the less academic pupils throughout the full age range.

SCALE 2 ASSISTANT HEAD OF YEAR Required for September, 1977, a TEACHER to assist the HEAD OF YEAR 4.

SCALE 1 GIRLS' PHYSICAL EDUCATION NORTON SCHOOL (Roll 1,019), Berkshire Road, Stockton, Cleveland, TS20 2RD. (Tel: Stockton 557361).

Financial assistance with household removal expenses is available in approved cases. Further details and application forms are obtainable from the Head Teachers at the addresses shown above.

Letters of application and completed application forms should be submitted direct to the Head Teachers within 14 days of the appearance of this advertisement.

COUNTY SECONDARY SCHOOLS SCALE 2 POSTS & ABOVE

Unless otherwise stated, for all posts in this section, initial applications should be sent to the Head Teacher at the address shown above. Stamped addressed envelopes to be sent immediately, together with stamped addressed envelopes to Head of School.

Required for the Summer Term 1977 CALDICOT COMPREHENSIVE SCHOOL, CHEPSTOW (11 to 18) ENGLISH. CROESYCELOG COMPREHENSIVE SCHOOL, CWMBRAN (11 to 18) (a) ENGINEERING DRAWING. To teach throughout the school. Ability to assist with some music would be an advantage. (b) REMEDIAL CLASSES. With an ability to assist with girls' games.

EBBW VALE SENIOR COMPREHENSIVE SCHOOL (14 to 18) MATHEMATICS. To teach across the ability range in the 4th and 5th years. NEWPORT DUFFRYN COMPREHENSIVE SCHOOL (11 to 18) (a) DOMESTIC SUBJECTS. Teacher from a recognised Home Economics College to teach the subject. (b) MATHEMATICS. Graduate preferred. "A" level work will be available if desired in September.

BLACKWOOD COMPREHENSIVE SCHOOL (11 to 16) FRENCH. Graduate to teach to C.S.E. and "O" level and to assist with Lower School Welsh. BRYNMAWR COMPREHENSIVE SCHOOL (11 to 18) MATHEMATICS. Scale 2 for suitably qualified and experienced candidate.

CAERLEON COMPREHENSIVE SCHOOL (11 to 18) (a) PHYSICS and PHYSICAL SCIENCE. Graduate to assist throughout the school. A share of "A" level work is available to a suitable candidate. (b) TYPEWRITING and COMMERCE. With the ability to develop other allied commercial courses. (c) PHYSICAL SCIENCE, with junior forms and capable of teaching Physics and/or Chemistry to C.S.E. and "O" level.

Handsworth Wood Boys' School, Church Lane, B20 2HH. Scale 2 HEAD OF DEPARTMENT. Post to commence Autumn Term 1977. Subject taught across wide ability range to CSE and "O" level standard. Kings Norton School, Downland Close, B38 8QT. Scale 3 HEAD OF MUSIC within Humanities Faculty. Examination/Non-examination work. To be engaged on cross-collated and House activities wherever applicable.

Bardsey Green Girls' School, Stonehouse Lane, B32 8AE. Scale 3 or 4 according to experience-HEAD OF MATHEMATICS. Well-qualified, graduate and enthusiastic and energetic teacher to teach to A level in well-equipped and established department with computer terminal. Bardsey Green Girls' School, Marchmont Road, B9 5XX. Scale 2/3 according to experience HEAD OF HOME ECONOMICS DEPARTMENT. Taught to CSE level. There are two main classrooms.

Handsworth Wood Boys' School, Church Lane, B20 2HH. Scale 2 HEAD OF DEPARTMENT. Post to commence Autumn Term 1977. Subject taught across wide ability range to CSE and "O" level standard. Kings Norton School, Downland Close, B38 8QT. Scale 3 HEAD OF MUSIC within Humanities Faculty. Examination/Non-examination work. To be engaged on cross-collated and House activities wherever applicable.

COUNTY SECONDARY SCHOOLS SCALE 1 POSTS

Unless otherwise stated, requests for application forms for Scale 1 posts should be sent direct to Head of the School as soon as possible, together with the names of two referees and a stamped addressed envelope.

SECONDARY Mathematics continued. CHESHIRE. GLOUCESTERSHIRE. Gwent County Council logo. Applications are invited from QUALIFIED TEACHERS for the following vacancies: SCALE 3 SLOW LEARNING PUPILS. SCALE 2 ASSISTANT HEAD OF YEAR. SCALE 1 GIRLS' PHYSICAL EDUCATION.

GLoucestershire. Gwent County Council logo. Applications are invited from QUALIFIED TEACHERS for the following vacancies: SCALE 3 SLOW LEARNING PUPILS. SCALE 2 ASSISTANT HEAD OF YEAR. SCALE 1 GIRLS' PHYSICAL EDUCATION.

GLoucestershire. Gwent County Council logo. Applications are invited from QUALIFIED TEACHERS for the following vacancies: SCALE 3 SLOW LEARNING PUPILS. SCALE 2 ASSISTANT HEAD OF YEAR. SCALE 1 GIRLS' PHYSICAL EDUCATION.

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GLoucestershire. Gwent County Council logo. Applications are invited from QUALIFIED TEACHERS for the following vacancies: SCALE 3 SLOW LEARNING PUPILS. SCALE 2 ASSISTANT HEAD OF YEAR. SCALE 1 GIRLS' PHYSICAL EDUCATION.

Handwritten note: 1000

SECONDARY Modern Languages continued

HERTFORDSHIRE Herts City Council... Herts City Council... Herts City Council...

NORTH YORKSHIRE (County of York) ST. MARTIN'S SCHOOL... NORTH YORKSHIRE (County of York) ST. MARTIN'S SCHOOL...

HILLINGDON Hillingdon Urban Council... Hillingdon Urban Council... Hillingdon Urban Council...

NOTTINGHAMSHIRE EDUCATION COMMITTEE... Applications are invited from suitably qualified teachers for the following vacancies...

NORTHAMPTONSHIRE NORTHAMPTONSHIRE COUNTY COUNCIL... Applications are invited from suitably qualified teachers...

NOTTINGHAMSHIRE COUNTY COUNCIL... Applications are invited from suitably qualified teachers for the following vacancies...

NORTHAMPTONSHIRE COUNTY COUNCIL... Applications are invited from suitably qualified teachers for the following vacancies...

NORTHAMPTONSHIRE COUNTY COUNCIL... Applications are invited from suitably qualified teachers for the following vacancies...

NORTH YORKSHIRE (County of York) ST. MARTIN'S SCHOOL

STAFFORDSHIRE STAFFORDSHIRE COUNTY COUNCIL... Applications are invited from suitably qualified teachers...

NORTH YORKSHIRE (County of York) ST. MARTIN'S SCHOOL... Applications are invited from suitably qualified teachers...

CHANNEL ISLANDS CHANNEL ISLANDS EDUCATION COMMITTEE... Applications are invited from suitably qualified teachers...

SUFFOLK (County Council) ST. JOHN LEVAN HIGH SCHOOL... Applications are invited from suitably qualified teachers...

DORSET ISLANDS UPPER SCHOOL... Applications are invited from suitably qualified teachers...

DORSET ISLANDS UPPER SCHOOL... Applications are invited from suitably qualified teachers...

EAST SUSSEX COUNTY COUNCIL... Applications are invited from suitably qualified teachers...

EAST SUSSEX COUNTY COUNCIL... Applications are invited from suitably qualified teachers...

HAMPSHIRE THE HENRY BEAUFORT SCHOOL

LIVERPOOL LIVERPOOL CITY COUNCIL... Applications are invited from suitably qualified teachers...

LIVERPOOL LIVERPOOL CITY COUNCIL... Applications are invited from suitably qualified teachers...

NEWCASTLE upon Tyne NEWCASTLE UPON TYNE EDUCATION COMMITTEE... Applications are invited from suitably qualified teachers...

NEWCASTLE upon Tyne NEWCASTLE UPON TYNE EDUCATION COMMITTEE... Applications are invited from suitably qualified teachers...

NEWCASTLE upon Tyne NEWCASTLE UPON TYNE EDUCATION COMMITTEE... Applications are invited from suitably qualified teachers...

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NEWCASTLE upon Tyne NEWCASTLE UPON TYNE EDUCATION COMMITTEE... Applications are invited from suitably qualified teachers...

SECONDARY Secondary continued

LICHTERSHIRE LICHTERSHIRE COUNTY COUNCIL... Applications are invited from suitably qualified teachers...

DERBYSHIRE DERBYSHIRE COUNTY COUNCIL... Applications are invited from suitably qualified teachers...

NEWCASTLE upon Tyne NEWCASTLE UPON TYNE EDUCATION COMMITTEE... Applications are invited from suitably qualified teachers...

NEWCASTLE upon Tyne NEWCASTLE UPON TYNE EDUCATION COMMITTEE... Applications are invited from suitably qualified teachers...

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NEWCASTLE upon Tyne NEWCASTLE UPON TYNE EDUCATION COMMITTEE... Applications are invited from suitably qualified teachers...



Qualified teachers are invited to apply for the following posts. Application forms and further particulars are available from the Head of the school concerned unless otherwise stated.

Other Posts on Scale 2 and above

Other Posts on Scale 2 and above

Other Posts on Scale 2 and above

Other Posts on Scale 2 and above

Other Posts on Scale 2 and above

Other Posts on Scale 2 and above

Other Posts on Scale 2 and above

Other Posts on Scale 2 and above

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Other Posts on Scale 2 and above

Other Posts on Scale 2 and above

Other Posts on Scale 2 and above

PRIMARY Schools Deputy Headships

MAZENOD R.C. PRIMARY SCHOOL... Applications are invited from suitably qualified teachers...

MAZENOD R.C. PRIMARY SCHOOL... Applications are invited from suitably qualified teachers...

MAZENOD R.C. PRIMARY SCHOOL... Applications are invited from suitably qualified teachers...

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MAZENOD R.C. PRIMARY SCHOOL... Applications are invited from suitably qualified teachers...

Cheshire Application forms (send sac), unless otherwise stated, are obtainable from the Head of the school concerned, to whom they should be returned as soon as possible.

Somerset Applications are invited from suitably qualified and experienced teachers for the following posts. Unless otherwise stated: 1. For the post of Deputy Head...

HEADS OF DEPARTMENT The Catholic High School, Group 10 Old Waxham Road, Handbridge, Chester, CH4 7US (11-18 Mixed Comprehensive) Application forms and further particulars from the Registrar of the Catholic High School, Chester.

AVON COUNTY KINGFIELD SCHOOL, Kingswood, Bristol, B51 4JF. Applications are invited from suitably qualified teachers for the following vacancies...

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AVON COUNTY KINGFIELD SCHOOL, Kingswood, Bristol, B51 4JF. Applications are invited from suitably qualified teachers for the following vacancies...

Secondary The West Somerset Comprehensive (15-18 mixed comp. comprehensive, 1,100) The schools catchment area comprises Exmoor, the Mendon and Chardmoor hills, as well as several villages.

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MATHEMATICS Scale 1 Posts

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Cheshire Application forms (send sac), unless otherwise stated, are obtainable from the Head of the school concerned, to whom they should be returned as soon as possible.

SECONDARY Physical education

SANDWELL (Metropolitan Borough of) ... DEPARTMENT OF EDUCATION ...

Physical Education Heads of Department

DEVON ... ILLINGHAM ... HANTS ...

Other Posts on Scale 2 and above

GLoucestershire ... ILLINGHAM ... HANTS ...

SANDWELL ... WELLSWORTH HIGH SCHOOL

Headmaster ... Headmistress ...

HOUSLOW ... DEPARTMENT OF EDUCATION

Headmaster ... Headmistress ...

Scale 1 Posts

AVON COUNTY ... HANTS ...

Scale 1 Posts

HANTS ... HANTS ...

Scale 1 Posts

AVON COUNTY ... HANTS ...

Scale 1 Posts

AVON COUNTY ... HANTS ...

LEEDS CITY COUNCIL DEPARTMENT OF EDUCATION

Unless otherwise stated: Closing date is fourteen days after the appearance of the advertisement.

In respect of Headships and Deputy Headships in all schools, and other posts in primary, middle and special schools, forms are available from the Director of Education, Department of Education, Great George Street, Leeds LS1 3AE.

SPECIAL SCHOOLS

DEPUTY HEADSHIP ...

W.B. ASHLEY LODGE SCHOOL (No. on roll: 85 - 8-12 years) ...

PRIMARY SCHOOLS

HEADSHIP ...

B.M. LINCOLN PRIMARY SCHOOL (No. on roll: 100 - 5-8) ...

Scale 3 Posts

B.M. HARRISON PRIMARY SCHOOL (No. on roll: 130 - 5-7 years) ...

HIGH/SECONDARY SCHOOLS

SENIOR MASTER/MISTRESS ...

S.M. MATTHEW MURRAY HIGH SCHOOL (No. on roll: 1,170 - 12-16 years) ...

DEVON ... HANTS ...

ILLINGHAM ... HANTS ...

Scale 1 Posts

ISLE OF MAN ... HANTS ...

Other Posts on Scale 2 and above

GLoucestershire ... HANTS ...

SECONDARY Science

CROYDON ... HANTS ...

LONDON, E.W.9 ... HANTS ...

NOTTINGHAM ... HANTS ...

DURHAM ... HANTS ...

DONCASTER ... HANTS ...

NOTTINGHAM ... HANTS ...

ESSEX ... HANTS ...

LIVERTON ... HANTS ...

NOTTINGHAM ... HANTS ...

LINCOLNSHIRE ... HANTS ...

LONDON, S.W.1 ... HANTS ...

METROPOLITAN BOROUGH OF STOCKPORT Secondary ... TEACHER OF GEOGRAPHY ... TEACHER OF ENGLISH ...

SCALE 3 POSTS

W.B. THE BENJAMIN OTT HIGH SCHOOL (No. on roll: 625 - 13-18 years) ...

SCALE 2 POSTS

CROSS GREEN SCHOOL (No. on roll: 1,065 (mixed) - 13-18 years) ...

SCALE 1 POSTS

B.B. FOXWOOD SCHOOL (No. on roll: 1,360 - 13-18 years) ...

Other Posts on Scale 2 and above

NORTHAMPTON ... HANTS ...

Rural Studies

NORTHAMPTON ... HANTS ...

Scale 1 Posts

ROTON ... HANTS ...

Scale 1 Posts

ROTON ... HANTS ...

Scale 1 Posts

ROTON ... HANTS ...

Scale 1 Posts

ROTON ... HANTS ...

Scale 1 Posts

ROTON ... HANTS ...

Scale 1 Posts

ROTON ... HANTS ...

Scale 1 Posts

ROTON ... HANTS ...

Scale 1 Posts

ROTON ... HANTS ...

Small Health School and Community Centre. Munz Street, B10 (Formerly Bartleby Community School) Group 11 - S.P.A. U.O. Comprehensive, 11-18 Mvnd. No. on roll: 1,000. Required for September 1977, or earlier if possible.

HEAD OF SCIENCE Scale 4 plus S.P.A. In September, 1977, this new Community School will move into new premises with purpose-built Science accommodation comprising specialist laboratories, a semi-open plan area, with a large resource/book room and access to a computer terminal. Two laboratory technicians are available to service the department. Further details and application forms may be obtained from the Headmaster, Silverdale Community School, Silverdale Road, Birmingham B26 3XA, to whom completed applications should be returned by 18th March, 1977. There is a scheme for assistance with removal expenses.

BIRMINGHAM CITY COUNCIL

SECONDARY continued

Appointments in Scotland

BORDERSS
BERKSHIRE
BERKSHIRE
BERKSHIRE
BERKSHIRE

BIOLOGY PHYSICS
BIRMINGHAM HIGH SCHOOL
BIRMINGHAM HIGH SCHOOL
BIRMINGHAM HIGH SCHOOL

LOTHIAN REGIONAL COUNCIL
TEACHING APPOINTMENTS
TEACHING APPOINTMENTS
TEACHING APPOINTMENTS

TRAFFORD
TEACHING APPOINTMENTS
TEACHING APPOINTMENTS
TEACHING APPOINTMENTS

DEVON
LAURENCE VAGHELLI SCHOOL
LAURENCE VAGHELLI SCHOOL
LAURENCE VAGHELLI SCHOOL

WEST YORKSHIRE
TEACHING APPOINTMENTS
TEACHING APPOINTMENTS
TEACHING APPOINTMENTS

MANCHESTER M16 SPR
LAURENCE VAGHELLI SCHOOL
LAURENCE VAGHELLI SCHOOL
LAURENCE VAGHELLI SCHOOL

BERKSHIRE
LAURENCE VAGHELLI SCHOOL
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LAURENCE VAGHELLI SCHOOL
LAURENCE VAGHELLI SCHOOL

North-West Essex Area
Bridge Hospital School
Hatfield Road, Witham
Group 3(S)

HEAD
For this newly-established Hospital School for E.S.N.(S) pupils of all ages with effect from September 1, 1977. Closing date March 25, 1977.

Application forms and further details of this post may be obtained from the County Education Officer, P.O. Box 47, Market Road, Chelmsford.

Metropolitan Borough of Rochdale

RE-ADVERTISEMENT
EDUCATION DEPARTMENT
Headship (Group 5)
Immigrant Education Service

Applications are invited for suitably qualified and experienced teachers for the above post. The Head of Service will be responsible for the running of the Authority's Centre for initial language teaching for immigrant pupils of secondary age...

City of Manchester Education Committee
Unless otherwise stated all posts are available from April, 1977, and application forms, together with further particulars are available from the Registrar at the school to whom they should be returned.

SCALE 4
SCALE 1
SMILEY HIGH SCHOOL
SMILEY HIGH SCHOOL
SMILEY HIGH SCHOOL

Deputy Headships
Senior Masters/Mistresses
DORSET
MURKINFIELD NEWTON DAY
MURKINFIELD NEWTON DAY
MURKINFIELD NEWTON DAY

NOTTINGHAMSHIRE
EDUCATION DEPARTMENT
TEACHING POSTS
TEACHING POSTS
TEACHING POSTS

Headship
DORSET
TEACHING APPOINTMENTS
TEACHING APPOINTMENTS
TEACHING APPOINTMENTS

Other Posts on Scale 2 and above
AVON COUNTY
TEACHING APPOINTMENTS
TEACHING APPOINTMENTS
TEACHING APPOINTMENTS

Special Education
Headships
KENT
COUNTY COUNCIL
COUNTY COUNCIL
COUNTY COUNCIL

Scale 1 Posts
MAYNARD BRAMMAR SCHOOL
MAYNARD BRAMMAR SCHOOL
MAYNARD BRAMMAR SCHOOL

NOTTINGHAMSHIRE
EDUCATION DEPARTMENT
TEACHING POSTS
TEACHING POSTS
TEACHING POSTS

Headship
DORSET
TEACHING APPOINTMENTS
TEACHING APPOINTMENTS
TEACHING APPOINTMENTS

Other Posts on Scale 2 and above
AVON COUNTY
TEACHING APPOINTMENTS
TEACHING APPOINTMENTS
TEACHING APPOINTMENTS

Special Education
Headships
KENT
COUNTY COUNCIL
COUNTY COUNCIL
COUNTY COUNCIL

Scale 1 Posts
MAYNARD BRAMMAR SCHOOL
MAYNARD BRAMMAR SCHOOL
MAYNARD BRAMMAR SCHOOL

Scale 1 Posts
MAYNARD BRAMMAR SCHOOL
MAYNARD BRAMMAR SCHOOL
MAYNARD BRAMMAR SCHOOL

Independent Schools
Deputy Headships
Senior Masters/Mistresses
KENT
WEST HEATH
WEST HEATH
WEST HEATH

NOTTINGHAMSHIRE
EDUCATION DEPARTMENT
TEACHING POSTS
TEACHING POSTS
TEACHING POSTS

Headship
DORSET
TEACHING APPOINTMENTS
TEACHING APPOINTMENTS
TEACHING APPOINTMENTS

Other Posts on Scale 2 and above
AVON COUNTY
TEACHING APPOINTMENTS
TEACHING APPOINTMENTS
TEACHING APPOINTMENTS

Special Education
Headships
KENT
COUNTY COUNCIL
COUNTY COUNCIL
COUNTY COUNCIL

Scale 1 Posts
MAYNARD BRAMMAR SCHOOL
MAYNARD BRAMMAR SCHOOL
MAYNARD BRAMMAR SCHOOL

Scale 1 Posts
MAYNARD BRAMMAR SCHOOL
MAYNARD BRAMMAR SCHOOL
MAYNARD BRAMMAR SCHOOL

Economics
LONDON, N.W.7
MILL HILL SCHOOL
MILL HILL SCHOOL
MILL HILL SCHOOL

NOTTINGHAMSHIRE
EDUCATION DEPARTMENT
TEACHING POSTS
TEACHING POSTS
TEACHING POSTS

Headship
DORSET
TEACHING APPOINTMENTS
TEACHING APPOINTMENTS
TEACHING APPOINTMENTS

Other Posts on Scale 2 and above
AVON COUNTY
TEACHING APPOINTMENTS
TEACHING APPOINTMENTS
TEACHING APPOINTMENTS

Special Education
Headships
KENT
COUNTY COUNCIL
COUNTY COUNCIL
COUNTY COUNCIL

Scale 1 Posts
MAYNARD BRAMMAR SCHOOL
MAYNARD BRAMMAR SCHOOL
MAYNARD BRAMMAR SCHOOL

Scale 1 Posts
MAYNARD BRAMMAR SCHOOL
MAYNARD BRAMMAR SCHOOL
MAYNARD BRAMMAR SCHOOL

Other Assistants
AVON COUNTY
SUCREAN SCHOOL
SUCREAN SCHOOL
SUCREAN SCHOOL

NOTTINGHAMSHIRE
EDUCATION DEPARTMENT
TEACHING POSTS
TEACHING POSTS
TEACHING POSTS

Headship
DORSET
TEACHING APPOINTMENTS
TEACHING APPOINTMENTS
TEACHING APPOINTMENTS

Other Posts on Scale 2 and above
AVON COUNTY
TEACHING APPOINTMENTS
TEACHING APPOINTMENTS
TEACHING APPOINTMENTS

Special Education
Headships
KENT
COUNTY COUNCIL
COUNTY COUNCIL
COUNTY COUNCIL

Scale 1 Posts
MAYNARD BRAMMAR SCHOOL
MAYNARD BRAMMAR SCHOOL
MAYNARD BRAMMAR SCHOOL

Scale 1 Posts
MAYNARD BRAMMAR SCHOOL
MAYNARD BRAMMAR SCHOOL
MAYNARD BRAMMAR SCHOOL

PREPARATORY Other Assistants continued

CILSHIRE Head of School required in September in both Kidlington and in both Oxford and in both Reading...

CLAYTON HEAD OF PREPARATORY SCHOOL Head of a preparatory school for 120 boys and 120 girls...

DORSET CLAYMORE PREPARATORY SCHOOL Head of a preparatory school for 120 boys and 120 girls...

EDINBURGH LORETO JUNIOR SCHOOL This educational year school requires for September...

ESSEX MALDON COURT PREPARATORY SCHOOL Head of a preparatory school for 120 boys and 120 girls...

ESSEX THE JUNIOR SCHOOL Head of a preparatory school for 120 boys and 120 girls...

ESSEX THE JUNIOR SCHOOL Head of a preparatory school for 120 boys and 120 girls...

ESSEX THE JUNIOR SCHOOL Head of a preparatory school for 120 boys and 120 girls...

ESSEX THE JUNIOR SCHOOL Head of a preparatory school for 120 boys and 120 girls...

HULL LIVERPOOL COLLEGE Head of a preparatory school for 120 boys and 120 girls...

LANCASHIRE LANESBATH SCHOOL Head of a preparatory school for 120 boys and 120 girls...

LONDON THE PAUL'S CROSS PREPARATORY SCHOOL Head of a preparatory school for 120 boys and 120 girls...

MIDDLESEX FULFORD BOY'S DAY SCHOOL Head of a preparatory school for 120 boys and 120 girls...

NORTHAMPTONSHIRE ASSISTANT HEAD OF SCHOOL Head of a preparatory school for 120 boys and 120 girls...

L.A.P.S. school requires a young teacher for 120 boys and 120 girls...

REQUIRING SEPTEMBER, 1977. ASSISTANT HEAD OF SCHOOL Head of a preparatory school for 120 boys and 120 girls...

DERBYSHIRE EDUCATION COMMITTEE HEAD OF BUSINESS STUDIES Head of a preparatory school for 120 boys and 120 girls...

EAST SUSSEX COUNTY COUNCIL HEAD OF BUSINESS STUDIES Head of a preparatory school for 120 boys and 120 girls...

HERTFORDSHIRE COUNTY COUNCIL NORTH HERTS COLLEGE HEAD OF DEPARTMENT OF ADULT EDUCATION Head of a preparatory school for 120 boys and 120 girls...

Other Appointments ASSISTANT HEAD OF SCHOOL Head of a preparatory school for 120 boys and 120 girls...

BRENT (London Borough of) ASSISTANT HEAD OF SCHOOL Head of a preparatory school for 120 boys and 120 girls...

HULL LIVERPOOL COLLEGE ASSISTANT HEAD OF SCHOOL Head of a preparatory school for 120 boys and 120 girls...

PETERBOROUGH TECHNICAL COLLEGE ASSISTANT HEAD OF SCHOOL Head of a preparatory school for 120 boys and 120 girls...

LANCASHIRE LANESBATH SCHOOL ASSISTANT HEAD OF SCHOOL Head of a preparatory school for 120 boys and 120 girls...

LONDON THE PAUL'S CROSS PREPARATORY SCHOOL ASSISTANT HEAD OF SCHOOL Head of a preparatory school for 120 boys and 120 girls...

MIDDLESEX FULFORD BOY'S DAY SCHOOL ASSISTANT HEAD OF SCHOOL Head of a preparatory school for 120 boys and 120 girls...

CROYDON ASSISTANT HEAD OF SCHOOL Head of a preparatory school for 120 boys and 120 girls...

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BRENT (London Borough of) ASSISTANT HEAD OF SCHOOL Head of a preparatory school for 120 boys and 120 girls...

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PETERBOROUGH TECHNICAL COLLEGE ASSISTANT HEAD OF SCHOOL Head of a preparatory school for 120 boys and 120 girls...

LANCASHIRE LANESBATH SCHOOL ASSISTANT HEAD OF SCHOOL Head of a preparatory school for 120 boys and 120 girls...

LONDON THE PAUL'S CROSS PREPARATORY SCHOOL ASSISTANT HEAD OF SCHOOL Head of a preparatory school for 120 boys and 120 girls...

MIDDLESEX FULFORD BOY'S DAY SCHOOL ASSISTANT HEAD OF SCHOOL Head of a preparatory school for 120 boys and 120 girls...

WE KNOW TEACHERS

The most effective way of reaching secondary school teachers is through The Times Educational Supplement.

Research shows that 70% of all state secondary school teachers with buying and/or recommending responsibility for school equipment read the TES.

So if you want to tell teachers about anything from a test tube to a complete set of classroom furniture, use the TES.

Phone Dennis Styles in London on 01-837 1234 or Advertisement Manager in Scotland on 031-225 6875 and get all the facts and figures.

The Times Educational Supplement.

Source: Primary and Secondary Education Reader Survey, L. Harris, 1972

COLLEGES OF FURTHER EDUCATION

LONDON INNER LONDON EDUCATION AUTHORITY DEPARTMENT OF SOCIAL SCIENCES... ASSISTANT HEAD OF SCHOOL... ASSISTANT HEAD OF SCHOOL...

LONDON WESTMINSTER COLLEGE DEPARTMENT OF SOCIAL SCIENCES... ASSISTANT HEAD OF SCHOOL... ASSISTANT HEAD OF SCHOOL...

LONDON WESTMINSTER COLLEGE DEPARTMENT OF SOCIAL SCIENCES... ASSISTANT HEAD OF SCHOOL... ASSISTANT HEAD OF SCHOOL...

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COLLEGES OF FURTHER EDUCATION

LONDON WESTMINSTER COLLEGE DEPARTMENT OF SOCIAL SCIENCES... ASSISTANT HEAD OF SCHOOL... ASSISTANT HEAD OF SCHOOL...

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LONDON WESTMINSTER COLLEGE DEPARTMENT OF SOCIAL SCIENCES... ASSISTANT HEAD OF SCHOOL... ASSISTANT HEAD OF SCHOOL...

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COLLEGES OF FURTHER EDUCATION

LONDON WESTMINSTER COLLEGE DEPARTMENT OF SOCIAL SCIENCES... ASSISTANT HEAD OF SCHOOL... ASSISTANT HEAD OF SCHOOL...

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Colleges and Departments of Art

London College of Printing

Head of School for Graphic Reproduction

Principal Lecturer

Due to retirement, this vacancy will occur in September 1977. The person appointed will be responsible to the Head of Department of Pre-printing processes for the work and development of the School of Graphic Reproduction...

Further particulars and application form (returnable within 14 days) may be obtained from the Senior Administrative Officer of the College, Elephant and Castle, London SE1 6SB.

Polytechnics

SURREY COUNTY COUNCIL

GUILDFORD COUNTY COLLEGE OF TECHNOLOGY

Stoke Park, Guildford, Surrey Principal: E. L. Ellison, B.Sc., A.R.C.S. C.Eng., M.I.Mech.E.

Head of Department

SCIENCE & ELECTROTECHNOLOGY

Grade V Required for 1 September, 1977 Salary scale: £7,707-£8,583 (plus London Fringe payment of £150).

Further particulars and application form available from the Principal on receipt of SAE. Application forms should be returned by 21 March, 1977.

Universities

North London College, Camden Road, N7

Lecturers (Grade 1)

Department of Science and Engineering Lecturer I—Mathematics and Physics Required to teach "O" level standard to full and part-time students. Applicants should be teacher-trained, and have experience of this work.

Lecturer I—Basic Engineering Science

Required to organise and develop courses for the less-able student, using workshop facilities. Applicants should be qualified in teaching workshop practice.

Department of General Studies

Lecturer I—Communications and General Studies Required to devise and teach Communications and General Studies on TEC courses for Telecommunications Technicians.

Lecturer I—Remedial Work in Communications

Required to help young people who are experiencing difficulty in using English in either a functional and/or an effective manner.

Department of Business Studies

Lecturer I—Commerce, Typewriting and Economics

Required to teach to COS full-time students, to full-time Sec-retarial students, and Hearing-Impaired students. Teacher training essential.

Salary Scale: On an incremental scale within the range £2,469 to £4,377 (plus £312 supplement and £402 Inner London Allowance) starting point depending on qualifications, training and experience. Assistance may be given towards household removal expenses.

Further details and application forms, returnable by 18th March, 1977, from the Senior Administrative Officer at the College.

ilea

ST. PATRICK'S COLLEGE, MAYNOOTH

(Recognized College of the National University of Ireland)

Applications are invited for the following posts:

SYSTEM PROGRAMMER ADVISER

The College has recently installed a PDP-11/34 computer system with video terminal and teleprocessing facilities. We now seek to appoint a person to run the facility. The duties will include the provision of an efficient computer service to students and staff, and also some informal teaching and advisory duties. (Further details may be obtained from President's Office).

DATA PROCESSING ASSISTANT

The duties will include operating the system, reception, typing, keypunching, and general secretarial work. No experience of Computers necessary. Salary Scales: System Programmer/Adviser: £4,201-£5,834 p.a. Processing Assistant: £1,991-£2,803 p.a. Closing date for applications: 15th April, 1977.

COUNTY OF NORTH YORKSHIRE

LIDGETT GROVE SCHOOL ESN(S) ACOMB, YORK

HEAD TEACHER (GROUP 6S)

(readvertisement)

The post of Head of this school will become vacant on 1 September, 1977, on the retirement of the present Head.

Lidgett Grove School is situated in the urban area of York. There are currently 81 mentally handicapped children on roll including 20 who attend the Special Care Unit. Applications already received for this post will be reconsidered.

Further details and application form (to be returned by 14 March, 1977) from the County Education Officer, County Hall, Northallerton, DL7 8AE.

WOLVERHAMPTON

CITY OF WAKEFIELD

WILKINSON MINING AND TECHNICAL COLLEGE

Lecturer Grade 1 (£2,469 to £4,377) plus London Allowance. Salary scale: £2,469 to £4,377 plus London Allowance. Closing date for applications: 15th April, 1977.

WOLVERHAMPTON

Lecturer Grade 1 (£2,469 to £4,377) plus London Allowance. Salary scale: £2,469 to £4,377 plus London Allowance. Closing date for applications: 15th April, 1977.

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To teach in the Army, a first class degree may not be enough.

Your academic qualifications may suggest that you'll be a good teacher. But your degree is no proof that you'll make a good officer. And as far as we're concerned, that's what really matters, especially as you'll have to gain the respect of a tough bunch of soldiers.

your studies, which could include a postgraduate year at a university. Similar opportunities also exist for women applicants. And the chances are you could spend some time abroad.

Although you'll seldom be expected to lead them into action, the Army must be sure you have the capabilities to do so. Obviously, you'll have to be trained, which means six months at Sandhurst, covering a course identical to that of an Infantry Officer.

You must be medically fit, under 29, and ideally a graduate with a postgraduate qualification in education or other relevant discipline, although applications are accepted from non-graduate teachers.

After Sandhurst you'll be commissioned as a Lieutenant in the Royal Army Educational Corps. To begin with you will earn between £3,725 and £4,433 (depending on your qualifications and experience). Incidentally if you decide to leave after three years you will get a tax-free gratuity of £1,395.

Naturally, you'll want to give the matter a great deal of thought. To help you, we can arrange for you to talk with some RAEC Officers and to pay a three-day visit to our headquarters, or spend a day at an Army Education Centre in your vicinity.

Apart from teaching officers (which includes appointments at the Royal Military Academy Sandhurst and the Royal Military College of Science) and soldiers, you'll also be learning yourself, because the RAEC encourages and gives you every opportunity to continue.

Entry normally takes place in January and August and you are advised to apply at least 6 months in advance. The first step though is to write for an application form giving brief details to: Major A. F. P. Petrie, MA, RAEC, Ministry of Defence (A Ed 1a), (Dept. N81), Empress State Building, Lillie Road, SW6 6TR.



College of Nursing Sciences

- Foundation of Nursing:** Professor, Associate Professor, Lecturer.
- Community Health:** Professor, Associate Professor, Assistant Professor.
- Nutrition:** Associate Professor, Assistant Professor.
- English:** Associate Professor, Assistant Professor, Lecturer.
- Human Anatomy:** Associate Professor, Assistant Professor, Lecturer.
- Human Physiology:** Associate Professor, Assistant Professor, Lecturer.
- Biology:** Professor, Associate Professor, Assistant Professor, Lecturer.
- Biochemistry:** Associate Professor, Assistant Professor.
- Pathology:** Associate Professor, Assistant Professor, Lecturer.

QUALIFICATIONS

Professor: PhD in the field plus 10 years TEACHING EXPERIENCE.

Associate Professor: PhD in the field plus 7 years TEACHING EXPERIENCE.

Assistant Professor: PhD in the field plus 5 years TEACHING EXPERIENCE.

Lecturer: MSc in the field plus 3 years TEACHING EXPERIENCE OR HOLDING THE POST IN A RECOGNISED INSTITUTE.

The University offers excellent salaries, travelling expenses, accommodation allowances, and an annual leave of 80 days.

Applications should be sent to Dean of College of Nursing Sciences, P.O. Box 245, Riyadh, Saudi Arabia.

Applications should reach the college before March 20, 1977.

Appointment start beginning of October, 1977. Selected applicants would be advised of the result.

Saudi Arabia

UNIVERSITIES: Appointments continued

DURHAM
DEPARTMENT OF EDUCATION
 Applications are invited for the post of Lecturer in Education to be based at the University of Durham, Leazes Road, Durham, Co. Durham, Durham, North Yorkshire, in the Department of Education. The successful candidate will be responsible for the teaching of Education in the Department of Education. The successful candidate will be required to teach in the Department of Education. The successful candidate will be required to teach in the Department of Education. The successful candidate will be required to teach in the Department of Education.

LONDON
DEPARTMENT OF SCIENCE
 Applications are invited for the post of Lecturer in Science to be based at the University of London, Gower Street, London, W.C.1E, in the Department of Science. The successful candidate will be responsible for the teaching of Science in the Department of Science. The successful candidate will be required to teach in the Department of Science. The successful candidate will be required to teach in the Department of Science.

UNIVERSITY APPOINTMENTS
THE UNIVERSITY OF LEEDS
 Applications are invited for the post of Lecturer in Mathematics to be based at the University of Leeds, Woodhouse Road, Leeds, LS2, in the Department of Mathematics. The successful candidate will be responsible for the teaching of Mathematics in the Department of Mathematics. The successful candidate will be required to teach in the Department of Mathematics.

LEBANON
 Applications are invited for the post of Lecturer in Arabic to be based at the American University of Beirut, Beirut, Lebanon. The successful candidate will be responsible for the teaching of Arabic in the Department of Arabic. The successful candidate will be required to teach in the Department of Arabic.

LONDON
DEPARTMENT OF LAW
 Applications are invited for the post of Lecturer in Law to be based at the University of London, Gower Street, London, W.C.1E, in the Department of Law. The successful candidate will be responsible for the teaching of Law in the Department of Law. The successful candidate will be required to teach in the Department of Law.

BIRMINGHAM
THE UNIVERSITY
 Applications are invited for the post of Lecturer in Education to be based at the University of Birmingham, Edgbaston, Birmingham, B15, in the Department of Education. The successful candidate will be responsible for the teaching of Education in the Department of Education. The successful candidate will be required to teach in the Department of Education.

LONDON
THE UNIVERSITY
 Applications are invited for the post of Lecturer in Education to be based at the University of London, Gower Street, London, W.C.1E, in the Department of Education. The successful candidate will be responsible for the teaching of Education in the Department of Education. The successful candidate will be required to teach in the Department of Education.

LONDON
THE UNIVERSITY
 Applications are invited for the post of Lecturer in Education to be based at the University of London, Gower Street, London, W.C.1E, in the Department of Education. The successful candidate will be responsible for the teaching of Education in the Department of Education. The successful candidate will be required to teach in the Department of Education.

CAMBRIDGE
UNIVERSITY COLLEGE
 Applications are invited for the post of Lecturer in Education to be based at the University of Cambridge, The Old Schools, Cambridge, CB2, in the Department of Education. The successful candidate will be responsible for the teaching of Education in the Department of Education. The successful candidate will be required to teach in the Department of Education.

UNIVERSITIES: Fellowships continued

DURHAM
UNIVERSITY OF DURHAM
 Applications are invited for the post of Research Fellow in Education to be based at the University of Durham, Leazes Road, Durham, Co. Durham, Durham, North Yorkshire, in the Department of Education. The successful candidate will be responsible for research in Education. The successful candidate will be required to research in Education.

NOTTINGHAM
THE UNIVERSITY
 Applications are invited for the post of Research Fellow in Education to be based at the University of Nottingham, Nottingham, Notts, in the Department of Education. The successful candidate will be responsible for research in Education. The successful candidate will be required to research in Education.

SOUTH GLAMORGAN
UNIVERSITY OF SOUTH GLAMORGAN
 Applications are invited for the post of Research Fellow in Education to be based at the University of South Glamorgan, Glamorgan, in the Department of Education. The successful candidate will be responsible for research in Education. The successful candidate will be required to research in Education.

LONDON
THE UNIVERSITY
 Applications are invited for the post of Research Fellow in Education to be based at the University of London, Gower Street, London, W.C.1E, in the Department of Education. The successful candidate will be responsible for research in Education. The successful candidate will be required to research in Education.

PORTSMOUTH
UNIVERSITY OF PORTSMOUTH
 Applications are invited for the post of Research Fellow in Education to be based at the University of Portsmouth, Portsmouth, in the Department of Education. The successful candidate will be responsible for research in Education. The successful candidate will be required to research in Education.

LONDON
UNIVERSITY OF LONDON
 Applications are invited for the post of Research Fellow in Education to be based at the University of London, Gower Street, London, W.C.1E, in the Department of Education. The successful candidate will be responsible for research in Education. The successful candidate will be required to research in Education.

WESTHILL COLLEGE
WESTHILL COLLEGE
 Applications are invited for the post of Head of Department of Community and Youth Studies to be based at Westhill College, Westhill, Dundee, in the Department of Community and Youth Studies. The successful candidate will be responsible for the Department of Community and Youth Studies. The successful candidate will be required to manage the Department of Community and Youth Studies.

LONDON
UNIVERSITY OF LONDON
 Applications are invited for the post of Head of Department of Community and Youth Studies to be based at the University of London, Gower Street, London, W.C.1E, in the Department of Community and Youth Studies. The successful candidate will be responsible for the Department of Community and Youth Studies. The successful candidate will be required to manage the Department of Community and Youth Studies.

TUTOR IN COMMUNITY AND YOUTH WORK
 Applications are invited for the post of Tutor in Community and Youth Work to be based at the University of London, Gower Street, London, W.C.1E, in the Department of Community and Youth Work. The successful candidate will be responsible for the Department of Community and Youth Work. The successful candidate will be required to manage the Department of Community and Youth Work.

LIVERPOOL
LIVERPOOL
 Applications are invited for the post of Tutor in Community and Youth Work to be based at the University of Liverpool, Liverpool, in the Department of Community and Youth Work. The successful candidate will be responsible for the Department of Community and Youth Work. The successful candidate will be required to manage the Department of Community and Youth Work.

KENT COUNTY COUNCIL Education Department
KENT COUNTY COUNCIL Education Department
 Applications are invited for the post of Head of Art & Craft to be based at the Kent County Council Education Department, Tunbridge Wells, Kent, in the Department of Art & Craft. The successful candidate will be responsible for the Department of Art & Craft. The successful candidate will be required to manage the Department of Art & Craft.

WILTSHIRE
WILTSHIRE
 Applications are invited for the post of Head of Art & Craft to be based at the Wiltshire Education Department, Wiltshire, in the Department of Art & Craft. The successful candidate will be responsible for the Department of Art & Craft. The successful candidate will be required to manage the Department of Art & Craft.

CENTRAL REGIONAL
CENTRAL REGIONAL
 Applications are invited for the post of Head of Department of Community and Youth Studies to be based at the Central Regional Education Department, London, in the Department of Community and Youth Studies. The successful candidate will be responsible for the Department of Community and Youth Studies. The successful candidate will be required to manage the Department of Community and Youth Studies.

London Borough of Wandsworth
THE ROYAL PHILANTHROPIC REDHILL, SURREY
 Applications are invited for the post of Community Teacher (Brickwork) to be based at The Royal Philanthropic Redhill, Surrey, in the Department of Education. The successful candidate will be responsible for the Department of Education. The successful candidate will be required to manage the Department of Education.

LONDON
LONDON
 Applications are invited for the post of Head of Department of Community and Youth Studies to be based at the University of London, Gower Street, London, W.C.1E, in the Department of Community and Youth Studies. The successful candidate will be responsible for the Department of Community and Youth Studies. The successful candidate will be required to manage the Department of Community and Youth Studies.

COMMUNITY TEACHER (BRICKWORK)
COMMUNITY TEACHER (BRICKWORK)
 Applications are invited for the post of Community Teacher (Brickwork) to be based at the Community Home School, London, in the Department of Education. The successful candidate will be responsible for the Department of Education. The successful candidate will be required to manage the Department of Education.

NEWCASTLE UPON TYNE
NEWCASTLE UPON TYNE
 Applications are invited for the post of Head of Department of Community and Youth Studies to be based at the University of Newcastle Upon Tyne, Newcastle Upon Tyne, in the Department of Community and Youth Studies. The successful candidate will be responsible for the Department of Community and Youth Studies. The successful candidate will be required to manage the Department of Community and Youth Studies.

KINGSWOOD SCHOOLS BRISTOL
KINGSWOOD SCHOOLS BRISTOL
 Applications are invited for the post of Head of Department of Community and Youth Studies to be based at Kingswood Schools, Bristol, in the Department of Community and Youth Studies. The successful candidate will be responsible for the Department of Community and Youth Studies. The successful candidate will be required to manage the Department of Community and Youth Studies.

LIVERPOOL
LIVERPOOL
 Applications are invited for the post of Head of Department of Community and Youth Studies to be based at the University of Liverpool, Liverpool, in the Department of Community and Youth Studies. The successful candidate will be responsible for the Department of Community and Youth Studies. The successful candidate will be required to manage the Department of Community and Youth Studies.

SOCIAL SERVICES DIRECTORATE
SOCIAL SERVICES DIRECTORATE
 Applications are invited for the post of Deputy Head of Assessment to be based at the Social Services Directorate, London, in the Department of Assessment. The successful candidate will be responsible for the Department of Assessment. The successful candidate will be required to manage the Department of Assessment.

LONDON
LONDON
 Applications are invited for the post of Deputy Head of Assessment to be based at the Social Services Directorate, London, in the Department of Assessment. The successful candidate will be responsible for the Department of Assessment. The successful candidate will be required to manage the Department of Assessment.

LONDON BOROUGH OF HAMMERSMITH
LONDON BOROUGH OF HAMMERSMITH
 Applications are invited for the post of Deputy Head of Assessment to be based at the London Borough of Hammersmith, London, in the Department of Assessment. The successful candidate will be responsible for the Department of Assessment. The successful candidate will be required to manage the Department of Assessment.

Youth and Community Service

BRISTOL: YOUTH WORKERS... The Bristol Youth Workers' Association is seeking...

GLoucestershire: YOUTH AND COMMUNITY SERVICE... Gloucestershire Youth and Community Service is looking for...

Hampshire: YOUTH AND COMMUNITY SERVICE... Hampshire Youth and Community Service is seeking...

YOUTH AND COMMUNITY SERVICE... YOUTH AND COMMUNITY WORKER... SUTTON COLDFIELD... To be responsible to the Area Youth and Community Officer...

LANCASHIRE: YOUTH AND COMMUNITY SERVICE... Lancashire Youth and Community Service is seeking...

Overseas Appointments... SUMMER TEACHING IN MUNICH... TEACHING ENGLISH IN JAPAN...

Youth and Community Officer... 24 419-25 007. Inclusive... To join a team of youth workers established two years ago...

OVERSEAS TEACHING POSTS... INSPECTOR OF ENGLISH (Oman)... TWO ASSISTANT PRIMARY TEACHERS (Oman)... MATERIALS PRODUCER (ELT) (Oman)...

ROYAL BOROUGH OF KINGSTON UPON THAMES... EDUCATION DEPARTMENT... YOUTH AND COMMUNITY SERVICE... Youth and Community Worker (Male/Female)...

THE BRITISH COUNCIL... Return fares are paid, Local contracts guaranteed by the British Council...

BRITISH FAMILIES EDUCATIONAL SERVICE (BFES) NORTH WEST EUROPE AREA Educational Psychologist... Applications are invited from fully qualified Educational Psychologists...

MEXICO GIBERTINI INTERNATIONAL... OVERSEAS Appointments continued... The school offers two-year contracts...

Head Teacher for Primary School Zambia... A Head Teacher is required for the Mine School attached to the Manimba Collieries...

MADRID... TOKYO... AFRICA... INTERNATIONAL SECTION OF THE SACRED HEART... Recruitment and Administration Manager...

MINISTRY OF DEFENCE Primary Teaching Appointments for September 1977... Applications are invited from appropriately qualified and experienced teachers...

THE CENTRE FOR BRITISH TEACHERS LIMITED GERMANY... THE CENTRE FOR BRITISH TEACHERS LIMITED... The Ministries of Education of Nordrhein-Westfalen, Niedersachsen and Bremen...

U.S.A.
Franklin School,
The Anglo-American School
of New York

Applications are invited for two

Teaching Fellowships

tenable for two years from August 1977. The appointments involve the development of an S.M.P. mathematics course to 'O' level G.C.E., and teaching an International Baccalaureate course (subsidiary level) in mathematics.

Franklin School is a private co-educational High School with 200 students in grades 6-12. The school has only recently become an Anglo-American school and the majority of students are U.S. nationals.

Candidates must be single, graduates or certified teachers, and must have at least two years' experience teaching maths at both 'O' and 'A' levels. The Fellowships are valued at approximately \$9,000 p.a. tax free, plus allowances totalling \$1,000.

For further information contact Mr. John Parkes, Headmaster, The International School of London, Crowndale Road, London, N.W.1.

SAUDI ARABIA
MARRIED COUPLE
INFANTS/JUNIORS

A major international construction company is developing a large residential camp for expatriate workers employed on the Jubail Harbour Project, 56 miles north of Dhahran, Saudi Arabia. The camp will contain as part of its comprehensive facilities a school, one section of which will be for British and English speaking Arab children, numbering initially 20 in the age range 5-11. A married couple, able to share the teaching of these children, is required to take up duty by mid-April 1977. Imagination, initiative, flexibility, and the ability to work in an independent capacity are the qualities required.

TERMS
One year contract (renewable) not less than £7,500 per annum per teacher tax free, superb free furnished, equipped, air conditioned housing, terminal gratuity, economy class air passages London/Dhahran/London. Apply immediately with brief curriculum vitae for application form and further information to the:

Correspondent JHP
c/o New English School, P.O. Box 6188
Hawalli, Kuwait, Arabian Gulf

Gesamthochschule Wuppertal

Es ist sofort zu besetzen:

Im Fachbereich 4—
Sprach- und Literaturwissenschaften
die Stelle eines

LEKTORS

(H I LBesG NW/Verg.—Gruppe IIa BAT)
im Fach Anglistik.

Aufgabenbereich:
Lehrfähigkeit im Bereich der sprachpraktischen und ggf. literaturwissenschaftlichen Ausbildung; Mitwirkung bei Korrekturen und Übersetzungen.

Qualifikationen:
Abgeschlossenes Hochschulstudium in Sprach- und/oder Literaturwissenschaften; TESOL oder TEFL; gute Deutschkenntnisse.

Einstellungsvoraussetzungen:
Für die Stellen in den integrierten Studiengängen.

Von den Bewerbern wird Mitarbeit bei der Fortentwicklung integrierter Studiengänge erwartet sowie ein hohes Mass an Kooperationswillen im Rahmen dieser Studiengänge.

Bewerbungen sind mit Lebenslauf, Zeugniskopien, Schriftenverzeichnis und ggf. Verzeichnis der bisherigen Lehrveranstaltungen bis zum 1.4.1977 zu richten an den Dekan des Fachbereichs 4, Gaustrass 20, 5600 Wuppertal 1.

OVERSEAS Appointments continued

MEXICO—Continuation of School of Education for the following posts in Mexico: English, Mathematics, Science, and Spanish. Applications are invited for the above posts. Details are available from the undersigned. Salary scale £12,000-£16,000 p.a. plus allowances. Applications should be sent to the undersigned by 15th March 1977. For further information contact the undersigned.

EXPERIENCED TEACHER of English and Mathematics for a secondary school in the Caribbean. Salary £10,000-£12,000 p.a. plus allowances. Applications should be sent to the undersigned by 15th March 1977. For further information contact the undersigned.

Administration

Local Education Authority

AVON COUNTY AUTHORITY TEACHING

Primary - 12 posts, £9,000-£12,000 p.a. plus allowances.

Secondary - 12 posts, £12,000-£15,000 p.a. plus allowances.

Applications should be sent to the undersigned by 15th March 1977.

GLoucestershire COUNTY COUNCIL

TEACHING STAFF

Applications are invited for the following posts: Primary, Secondary, and Tertiary. Salary scales: £9,000-£12,000 p.a. plus allowances. Applications should be sent to the undersigned by 15th March 1977.

GLoucestershire COUNTY COUNCIL

TECHNICAL STAFF

Applications are invited for the following posts: Technical, Library, and Welfare. Salary scales: £7,000-£10,000 p.a. plus allowances. Applications should be sent to the undersigned by 15th March 1977.

GLoucestershire COUNTY COUNCIL

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GLoucestershire COUNTY COUNCIL

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General

DURHAM

Applications are invited for the following posts: Primary, Secondary, and Tertiary. Salary scales: £9,000-£12,000 p.a. plus allowances. Applications should be sent to the undersigned by 15th March 1977.

General

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GLoucestershire COUNTY COUNCIL

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Ancillary Services

NOTTINGHAMSHIRE

Applications are invited for the following posts: Primary, Secondary, and Tertiary. Salary scales: £9,000-£12,000 p.a. plus allowances. Applications should be sent to the undersigned by 15th March 1977.

Ancillary Services

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Metropolitan Borough of WIRRAL

CAREERS OFFICER

£2,127-£3,282
(bar at £2,853) plus £312

Applications, preferably from qualified or experienced persons, for this temporary post (to end of September).

Further details and application forms from the Director of Education, Municipal Offices, Cleveland Street, Birkenhead, Merseyside, returnable by 18 March.

Doncaster Metropolitan Borough Council

CAREERS TEAM LEADER

£01, £4,239 to £4,545, plus £312 supplement

To lead the team approach to careers preparation and individual guidance, to negotiate and supervise the timing and implementation of the team's contribution in the educational institutions and public offices, with appropriate line management duties, and to undertake an agreed percentage of a professional case load. Applicants should have a university degree, teaching certificate, or similar qualification and appreciable relevant experience as a Careers Officer, preferably in a senior post. Possession of a Diploma in Careers Guidance an added advantage.

Assistance with housing and removal expenses in appropriate cases.

Application forms and further details from the Chief Executive (Personnel Section), 2 Priory Place, Doncaster DN1 1BN (telephone Doncaster 20321). Closing date for applications is March 18, 1977.

WOLVERHAMPTON BOROUGH COUNCIL
EDUCATION DEPARTMENT

SECTION LEADER

to share in the management of the CAREERS SERVICE

and lead a team of five Careers Officers undertaking the full range of guidance work, having particular responsibility for coordinating and developing contact with employers and for the internal and external provision of occupational information.

Salary, Senior Officer Range 1 (£4,551 to £4,857 including supplement)

Further particulars from Director of Education, Education Offices, St John's Square, Wolverhampton (Tel 2781), Ext 2851, to whom applications should be returned as soon as possible.

HAMPSHIRE METROPOLITAN DISTRICT COUNCIL

CAREERS ADVISER

FAREHAM

Up to £3,703 plus £312

Applications are invited from suitably qualified persons who will work in a school in the South East of Hampshire. Salary grade is AF 24. Assistance available for removal, legal and other expenses and married officers may receive child tax allowance if awarded from their family.

Twenty-four hours assistance services for application forms (and further details). Please telephone Winchester 4411, ext. 313 during office hours, or Winchester 3532 after office hours quoting reference 5020 (AA), or write to County Personnel Officer, The Castle, Winchester. Returnable by March 21, 1977.

CITY OF SHEFFIELD
City Museums

ASSISTANT KEEPER

EXTENSION SERVICES

(Part-time temporary post April 1st-June 30th, 1977)

To work 18½ hours per week working in the general educational work of the Department (loan of items in schools, talks, etc.) and helping to prepare for the year's Craftsmen's Fair at the Abbeydale Industrial Hamlet. Will be considered for a permanent full-time appointment from 1st July.

Should be graduate with teaching experience and/or experience in art, design, crafts, or exhibitions. Salary £3,185 hours per week £2,800 + £300 per week supplement.

Application forms obtainable from the Director, City Museums, Weston Park, Sheffield S10 2TP to be returned to the Chief Personnel Officer, c/o a Middlesbrough, Sheffield S1 4DD, as soon as possible. Quote ref. TES.

Recreation Supervisor

£3,591-£3,855 inclusive

Crawley Sportscentre is an exciting new complex which has facilities for a wide range of indoor and outdoor sports, and the post offers tremendous opportunities to progress in the rapidly developing field of recreation.

A good all round coaching ability is required but, above all, applicants must have experience of supervising and controlling staff. A recognised swimming and/or lifesaving qualification would be an added advantage.

The post attracts 100 per cent removal expenses, generous assistance with resettlement expenses and rental accommodation where appropriate.

Job descriptions and application forms are available from the Personnel Officer, Crawley Borough Council, Town Hall, Crawley, West Sussex, Telephone Crawley (0283) 28744, extension 104 (24 hour answering service). Closing date: 17th March, 1977.

CRAWLEY BOROUGH COUNCIL

City of WAKEFIELD METROPOLITAN DISTRICT COUNCIL

EDUCATION DEPARTMENT

EDUCATIONAL PSYCHOLOGIST

(Salary scale within the range £3,900-£8,060 + £312 supplement)

Applicants should have an Honours degree in psychology, post-graduate training, and qualified teaching experience. The person appointed will be involved in the fields of diagnosis, active case-work, treatment and prevention. Further details on request.

Requests for application forms (accompanied by a stamped addressed envelope) should be addressed to The Chief Executive (Personnel Section), Town Hall, Wakefield, to whom they should be returned by 21 March, 1977.

DONCASTER METROPOLITAN BOROUGH COUNCIL

CAREERS TEAM LEADER

£01, £4,239 to £4,545, plus £312 supplement

To lead the team approach to careers preparation and individual guidance, to negotiate and supervise the timing and implementation of the team's contribution in the educational institutions and public offices, with appropriate line management duties, and to undertake an agreed percentage of a professional case load. Applicants should have a university degree, teaching certificate, or similar qualification and appreciable relevant experience as a Careers Officer, preferably in a senior post. Possession of a Diploma in Careers Guidance an added advantage.

Assistance with housing and removal expenses in appropriate cases.

Application forms and further details from the Chief Executive (Personnel Section), 2 Priory Place, Doncaster DN1 1BN (telephone Doncaster 20321). Closing date for applications is March 18, 1977.

CITY OF BIRMINGHAM POLYTECHNIC
DEPUTY SECRETARY'S DIVISION

FINANCE OFFICER

£4,689-£5,250 + £312 supplement

To be responsible to the Deputy Secretary for all financial matters relating to the Polytechnic. Candidates should possess appropriate qualifications, a wide knowledge of Local Government Finance, etc.

Further details and application forms (to be returned by March 17, 1977) from: The Personnel Officer, City of Birmingham Polytechnic, Room No. B510, Pary Barr, Birmingham B42 2SU. Telephone (021) 358 6911, ext. 217.

SCHOOLS COUNCIL

Secretary to the Committee for Wales

Applications are invited from teachers and others with recent experience of senior posts in schools, colleges or educational administration for the post of Secretary to the Schools Council Committee for Wales. The post involves responsibility, subject to the oversight of the joint secretaries of the Council, for the work of the Cardiff Office, for servicing the Committee for Wales and its sub-committees, and for guiding Council research and development projects based in Wales. An ability to speak Welsh would be an advantage in the post.

Present salary on the scale £6,625 to £9,250 with slung salary according to experience. Pay supplement of £312 in addition.

Appointment to be for two years, from 1 September, 1977, in the first instance, with the possibility of the post being extended to three years. Secondment may be arranged with the agreement of present employer.

Further information and application forms may be obtained from Mr. D. H. Allen, Schools Council, 160 Great Portland Street, London W1N 6LL. Tel. 01-580 0352 Ext 351. Closing date Wednesday, 23 March, 1977.

HEALTH EDUCATION STUDIES UNIT

Chief Educational Research Officer

The Unit will begin work in October 1977 and be located at Hughes Hall, Cambridge. It has been established for an initial five year period.

The C.E.R.O. will be responsible, under the overall direction of the Unit's Principal and the Council's Education Committee, for that half of the Unit's work involving health education in schools. The person appointed will need to be able to develop detailed proposals for this work, but in general terms it will include investigation of existing practices and curricula with reference to health education and the development and evaluation of new procedures. Liaison with, and courses for, teachers will also be a part. The C.E.R.O. will also deputise for the Principal as necessary.

A relevant first degree, extensive experience in teaching, educational services and curriculum development, and the ability to lead a small team, working closely with others, are essential. Experience with in-service training of teachers or in educational research would be an advantage.

Salary: Principal Officer 1 Upper (£5,406 to £8,057) plus £312 supplement or secondment salary if appropriate.

Application forms, which should be returned by 14th March, and further details are available from: The Office Manager, The Health Education Council, 78 New Oxford Street, London WC1A 1AH.

The Health Education Council

Cumbria Careers Officers

£3,234 to £3,594

Workington and Barrow-in-Furness

Candidates should possess a Degree, Diploma in Careers Guidance or equivalent qualification and preferably have completed a course of professional training for the Careers Service.

Further particulars and application forms for both posts, returnable by 14th March, from the Director of Education, 5 Portland Square, Carlisle.

HM Inspectors of Schools

ENGLISH MATHEMATICS

Applications are invited from men and women, preferably aged between 35 and 45, for appointment as HM Inspectors of Schools, consulting with local authorities and organising courses of teaching English or Mathematics in primary and secondary schools and should be fully conversant with current ideas and developments in their respective fields.

Starting salary within the range £6,225 to £9,415 (higher in London). Supplement under the Government's pay policy payable up to £8,500. Higher posts are normally filled by promotion. Application forms (to be returned by 18 March) may be obtained from Miss B. C. Taylor, Department of Education and Science, Elizabeth House, 38 York Road, London SE1 7PH, telephone 01-228 8222 ext. 2237. Please quote 6/77E.

DEPARTMENT OF EDUCATION AND SCIENCE

HM Inspectors of Schools

Secondary Education

Applications are invited from men and women, preferably aged between 35 and 45, for appointment in England as HM Inspectors working mainly in the field of SECONDARY EDUCATION. HM Inspectors provide a service of professional advice to the Department of Education and Science. Their work includes inspecting and advising schools, consulting with local authorities and organising courses. Applicants should have appropriate qualifications and teaching experience in some major subject of the secondary curriculum, coupled with a lively interest in the education of secondary pupils of all ages and abilities and some knowledge of the varieties of current educational thought and practice. Starting salary within the range £6,625 to £9,415 (higher in London). Supplement under the Government's pay policy payable up to £8,500. Higher posts are normally filled by promotion. Application forms (to be returned by 18 March) may be obtained from Miss B. C. Taylor, Department of Education and Science, Elizabeth House, 38 York Road, London SE1 7PH, telephone 01-228 8222 ext. 2237. Please quote 4/77E.

DEPARTMENT OF EDUCATION AND SCIENCE

BEC BUSINESS EDUCATION COUNCIL

BEC OFFICERS

The Business Education Council invites applications for a new post as a BEC Officer. The Officer, who will form a team of four already in post, will be based in London but travel extensively in England, Wales and Northern Ireland. BEC Officers have a major responsibility for liaison between BEC and Colleges and are key figures in planning and coordinating the work of the BEC course advisory and validating Boards. The appointments are permanent but a period of secondment of not less than three years might be considered.

Appointments will be made to one of three salary scales within the range £5,500 to £7,200 depending upon present position, salary and relevant experience.

Further information and application forms from: The Chief Officer (O), Business Education Council, 76, Portland Place, LONDON, W1N 4AA, for return by 25 March, 1977.

Cumbria Careers Officers

£3,234 to £3,594

Workington and Barrow-in-Furness

Candidates should possess a Degree, Diploma in Careers Guidance or equivalent qualification and preferably have completed a course of professional training for the Careers Service.

Further particulars and application forms for both posts, returnable by 14th March, from the Director of Education, 5 Portland Square, Carlisle.

Arabic script marginal note on the left edge of the page.

Miscellaneous

Supervisor of Teacher... Outdoor Education... LANGDALE OUTDOOR EDUCATION CENTRE...

RUSS-ON-WAY... THE I.D.P. ADVENTURE CENTRE... English as a Foreign Language... Bournemouth... EASTER VACATION... THOMAS NELSON & SONS LTD. PUBLICITY MANAGER...

THOMAS NELSON & SONS LTD. PUBLICITY MANAGER. We wish to appoint a Manager who will be responsible for the administration of our Publicity Department...

NELSON SUMMER TEACHING VACANCIES. English as a Foreign Language. We shall be taking on extra staff in our Centres in Bournemouth, Brighton and Edinburgh...

ENGLISH FOR SPECIAL PURPOSES... Outdoor Education... LANGDALE OUTDOOR EDUCATION CENTRE...

APPOINTMENTS WANTED... FRANCE... EDUCATIONAL COURSES... EDUCATION FOR INTERNATIONAL UNDERSTANDING...

ENGLISH AS A FOREIGN LANGUAGE... BOURNEMOUTH... EASTER VACATION... THOMAS NELSON & SONS LTD. PUBLICITY MANAGER...

SUMMER TEACHING... COURSE DIRECTOR AND ASSISTANT DIRECTOR... PUBLICITY MANAGER... APPLICATIONS, WHICH WILL BE TREATED IN STRICT CONFIDENCE, SHOULD INCLUDE DETAILS OF YOUR CAREER TO DATE...

ENGLISH AS A FOREIGN LANGUAGE. We shall be taking on extra staff in our Centres in Bournemouth, Brighton and Edinburgh for the months of June, July, August and September...

THE DEVELOPMENT EDUCATION FUND... SERRALDI MEDICATION... PERSONAL LOANS... AWARDS AND SCHOLARSHIPS... LEEDS POLYTECHNIC... SURRY... THE TYNDALE SYMPOSIUM... APPOINTMENTS WANTED... FRANCE... EDUCATIONAL COURSES... EDUCATION FOR INTERNATIONAL UNDERSTANDING...

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ENGLISH AS A FOREIGN LANGUAGE... BOURNEMOUTH... EASTER VACATION... THOMAS NELSON & SONS LTD. PUBLICITY MANAGER...

SUMMER TEACHING... COURSE DIRECTOR AND ASSISTANT DIRECTOR... PUBLICITY MANAGER... APPLICATIONS, WHICH WILL BE TREATED IN STRICT CONFIDENCE, SHOULD INCLUDE DETAILS OF YOUR CAREER TO DATE...

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Awards and Scholarships

PERSONAL LOANS... AWARDS AND SCHOLARSHIPS... LEEDS POLYTECHNIC... SURRY... THE TYNDALE SYMPOSIUM... APPOINTMENTS WANTED... FRANCE... EDUCATIONAL COURSES... EDUCATION FOR INTERNATIONAL UNDERSTANDING...

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ENGLISH AS A FOREIGN LANGUAGE. We shall be taking on extra staff in our Centres in Bournemouth, Brighton and Edinburgh for the months of June, July, August and September...

BBC SCHOOL TELEVISION PRODUCTION ASSISTANT. In West London to work, initially, on reading/English Language programmes...

Dodson Bull Ltd. 15% to 30% DISCOUNT BRANDED CARPETS. Quality carpets by all leading manufacturers...

